UNIVERSITI KEBANGSAAN MALAYSIA
The National University of Malaysia

FPEND
Fakulti Pendidikan / Faculty of Education

BUKU PANDUAN SISWAZAH FAKULTI PENDIDIKAN

SESI AKADEMIK 2025/2026

SEMESTER 1



"Peneraju Inovasi Pendidikan Berkualiti"

PANDUAN SISWAZAH
Fakulti Pendidikan
Semester 1
Sesi Akademik 2025/2026

PANDUAN SISWAZAH
Fakulti Pendidikan
Semester 1
Sesi Akademik 2025/2026

GRADUATE PROSPECTUS
Faculty of Education
Semester 1
Academic Session 2025/2026

Fakulti Pendidikan
Universiti Kebangsaan Malaysia
Bangi • 2025
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Pihak Pengurusan Universiti sedaya upaya sudah mempastikan bahawa Buku Panduan ini adalah tepat pada masa diterbitkan. Buku ini bermaksud untuk memberi panduan kepada memilih program dan kursus pengajian serta kemudahan yang Universiti tawarkan dan bukan pula dimaksudkan sebagai satu ikatan kontrak.

Pengurusan Universiti berhak meminda atau menarik balik tawaran program dan kursus pengajian serta kemudahan tanpa sebarang notis.

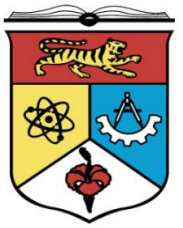
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E-mel: dfpend@ukm.edu.my



Universiti Kebangsaan ini merupakan puncak dari usaha kita ke arah memenuhi tuntutan dan aspirasi rakyat yang ingin melihat bahawa bahasa ibunda mempunyai kedaulatan dan kedudukan yang sewajarnya di dalam usaha memenuhi keperibadian nasional

(Ucapan Tun Abdul Razak di Konvokesyen Pertama UKM, 1973)



Lambang

Universiti Kebangsaan Malaysia (UKM) ialah sebuah perisai yang berpetak empat. Setiap petak mengandungi gambar dan warna latar yang berlainan dengan membawa maksud tertentu. Sebuah buku terbuka terletak di atas perisai ini. Gambar yang didapati dalam petak tersebut ialah seperti berikut:

- Seekor harimau berwarna kuning yang gagah sedang menyerang ke arah kanan berlatar warna merah.
- Simbol atom berlatar warna kuning.
- Simbol teknologi berlatar warna biru.
- Sekuntum bunga raya berwarna merah berlatar warna putih.

Perisai

Perisai bererti keteguhan. Keteguhan yang dimaksudkan ialah kemampuan UKM memainkan peranan sebagai pusat pengajian tinggi di negara ini.

Buku

Buku melambangkan ilmu pengetahuan, iaitu peranan utama UKM sebagai pusat pengajian tinggi dan penyelidikan.

Harimau

Harimau melambangkan keberanian dan kegagahan. Harimau mencerminkan masyarakat Malaysia yang berteraskan kebudayaan Melayu. Harimau garang menggambarkan kesediaan UKM mara memerangi kejahilan, kejahatan dan kepalsuan.

Atom dan Teknologi

Simbol atom dan teknologi melambangkan konsep pembangunan negara yang berlandaskan sains dan teknologi moden. UKM sebagai pusat ilmu bertanggungjawab mengeluarkan tenaga mahir dalam semua bidang untuk memenuhi keperluan pembangunan negara.

Bunga Raya

Bunga raya adalah bunga kebangsaan Malaysia. Lima helai ranggi melambangkan lima prinsip Rukun Negara yang dianuti dan sentiasa dipelihara oleh rakyat Malaysia.

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KALENDAR SESI AKADEMIK 2025/2026 - *ACADEMIC CALENDAR 2025/2026 SESSION*
UNIVERSITI KEBANGSAAN MALAYSIA

PRASISWAZAH (KAMPUS INDUK BANGI, FFAR, FSK) & SISWAZAH (KAMPUS INDUK BANGI, FFAR, FSK & FPER-kecuali Program Doktor Pakar)
UNDERGRADUATE (MAIN CAMPUS BANGI, FFAR, FSK) & POSTGRADUATE (MAIN CAMPUS BANGI, FFAR, FSK & FPER-except Master Clinical)

Fakulti/Institut/Pusat *Faculty/Institute/Centre*	Perkara/ *Items*	Semester 1		Semester 2		Semester 3	
		Tarikh/ *Dates*	Tempoh/ *Duration*	Tarikh/ *Dates*	Tempoh/ *Duration*	Tarikh/ *Dates*	Tempoh/ *Duration*
Fakulti/*Faculty*	Pendaftaran Diri Pelajar Baharu (Pascasiswazah)/ *Registration for New Students (Postgraduate)*	19 Sept. - 5 Okt. 2025 *19th Sept. - 5th Oct. 2025*	2 minggu *2 weeks*	23 Feb. - 8 Mac 2026 *23rd Feb. - 8th March 2026*	2 minggu *2 weeks*	-	-
Ekonomi dan Pengurusan/ *Economics & Management*	Lapor Diri Pelajar Baharu dan MAW (Prasiswazah)/ *Registration for New Students & MAW (Undergraduate)*	27 Sept. - 5 Okt. 2025 *27th Sept. - 5th Oct. 2025*	1 minggu *1 week*	-	-	-	-
Farmasi/ *Pharmacy*	Sesi Pembelajaran (Prasiswazah dan Pascasiswazah)/ *Lectures (Undergraduate and Postgraduate)*	6 Okt. - 16 Nov. 2025 *6th Oct. - 16th Nov. 2025*	6 minggu *6 weeks*	9 - 22 Mac 2026 *9th - 22nd March 2026*	2 minggu *2 weeks*	27 Julai - 13 Sept. 2026 *27th July - 13th Sept. 2026*	7 minggu *7 weeks*
Kejuruteraan dan Alam Bina/ *Engineering & Built Environment*	Cuti Perayaan	-	-	23 - 29 Mac 2026 *23rd - 29th March 2026*	1 minggu *1 week*		
Pendidikan/ *Education*	Sesi Pembelajaran (Prasiswazah dan Pascasiswazah)/ *Lectures (Undergraduate and Postgraduate)*	-	-	30 Mac - 3 Mei 2026 *30th March - 3rd May 2026*	5 minggu *5 weeks*		
Perubatan/ *Medicine*	Cuti Pertengahan Semester/ *Mid Semester Break*	17 - 23 Nov. 2025 *17th - 23rd Nov. 2025*	1 minggu *1 week*	4 - 10 Mei 2026 *4th - 10th May 2026*	1 minggu *1 week*	-	-
Pengajian Islam/ *Islamic Studies*	Majlis Konvokesyen UKM ke-53 *The 53rd UKM Convocation Ceremony*	22 - 28 Nov. 2025 *22nd - 28th Nov. 2025*	6 hari *6 days*	-	-	-	-
Sains dan Teknologi/ *Science & Technology*	Sesi Pembelajaran (Prasiswazah dan Pascasiswazah)/ *Lectures (Undergraduate and Postgraduate)*	24 Nov. 2025 - 18 Jan. 2026 *24th Nov. 2025 - 18th Jan. 2026*	8 minggu *8 weeks*	11 Mei - 28 Jun 2026 *11th May - 28th June 2026*	7 minggu *7 weeks*	-	-
Sains Kesihatan/ *Health Science*	Minggu Ulangkaji/ *Revision Week*	19 - 25 Jan. 2026 *19th - 25th Jan. 2026*	1 minggu *1 week*	29 Jun - 5 Julai 2026 *29th June - 5th July 2026*	1 minggu *1 week*	-	-
Sains Sosial dan Kemanusiaan/ *Social Sciences & Humanities*	Peperiksaan/ *Examinations*	26 Jan. - 15 Feb. 2026 *26th Jan - 15th Feb. 2026*	3 minggu *3 weeks*	6 - 26 Julai 2026 *6th - 26th July 2026*	3 minggu *3 weeks*	14 - 20 Sept. 2026 *14th - 20th Sept. 2026*	1 minggu *1 week*
Teknologi dan Sains Maklumat/ *Information Science & Technology*	Cuti Semester/ *Semester Break*	16 Feb. - 8 Mac 2026 *16th Feb. - 8th March 2026*	3 minggu *3 weeks*	27 Julai - 27 Sept. 2026 *20th July - 27th Sept. 2026*	9 minggu *9 weeks*	-	-
Undang-Undang/ *Law*							
Institut/*Institute*							
ATMA, IKMAS, IMEN, INBIOSIS, HADHARI, KITA, LESTARI, SERI, SELFUEL, UMBI, IPI, IIR4.0							
Pusat/*Centre*							
CITRA Universiti							

Cuti Umum Semester 1

Hari Deepavali - 20 Oktober 2025 (Isnin)
Hari Keputeraan Sultan Selangor - 11 Disember 2025 (Khamis)
Hari Krismas - 25 Disember 2025 (Khamis)
Tahun Baharu - 1 Januari 2026 (Khamis)
Hari Wilayah Persekutuan - 1 Februari 2026 (Ahad)
Hari Thaipusam - 1 Februari 2026 (Ahad)
Cuti Hari Thaipusam - 2 Februari 2026 (Isnin)
Hari Tahun Baru Cina - 17 & 18 Februari 2026 (Selasa & Rabu)
Nuzul Quran - 7 Mac 2026 (Sabtu)

Cuti Umum Semester 2 & Semester 3

Hari Raya Aidil Fitri - 21 - 22 Mac 2026 (Sabtu & Ahad)
Cuti Hari Raya Aidil Fitri - 23 Mac 2026 (Isnin)
Hari Pekerja - 1 Mei 2026 (Jumaat)
Hari Raya Aidil Adha - 27 Mei 2026 (Rabu)
Pesta Kaamatan - 30 & 31 Mei 2026 (Sabtu & Ahad)
Hari Wesak - 31 Mei 2026 (Ahad)
Hari Gawai - 1 & 2 Jun 2026 (Isnin & Selasa)
Hari Keputeraan YDP Agong - 1 Jun 2026 (Isnin)
Awal Muharam (Maal Hijrah) - 17 Jun 2026 (Rabu)
Maulidur Rasul - 25 Ogos 2026 (Selasa)
Hari Kebangsaan - 31 Ogos 2026 (Isnin)
Hari Malaysia - 16 September 2026 (Rabu)

Tertakluk kepada perubahan

Public Holidays Semester 1

Deepavali - 20th October 2025 (Monday)
Sultan of Selangor's Birthday - 11th December 2025 (Thursday)
Christmas Day - 25th December 2025 (Thursday)
New Year's Day - 1st January 2026 (Thursday)
Federal Territory Day - 1st February 2026 (Sunday)
Thaipusam Day - 1st February 2026 (Sunday)
Thaipusam Holiday - 2ndFebruary 2026 (Monday)
Chinese New Year - 17th & 18th February 2026 (Tuesday & Wednesday)
Nuzul Quran - 7th March 2026 (Saturday)

Public Holidays Semester 2 & Semester 3

Hari Raya Aidil Fitri - 21st - 22nd March 2026 (Saturday & Sunday)
Hari Raya Aidil Fitri Holiday - 23rd March 2026 (Monday)
Labour Day - 1st May 2026 (Friday)
Hari Raya Aidil Adha - 27th May 2026 (Wednesday)
Harvest Festival - 30th & 31st May 2026 (Saturday & Sunday)
Wesak Day - 31st May 2026 (Sunday)
Hari Gawai - 1st & 2nd June 2026 (Monday & Tuesday)
Birthday of Yang di-Pertuan Agong - 1st June 2026 (Monday)
Awal Muharram - 17th June 2026 (Wednesday)
Maulidur Rasul - 25th August 2026 (Tuesday)
National Day - 31st August 2026 (Monday)
Malaysia Day - 16th September 2026 (Wednesday)

Subject to changes

Nota

*Sempena perayaan Hari Deepavali yang dijangka jatuh pada 20 Oktober 2025 (Isnin) ketika minggu ke-3 semester 1, sesi pengkuliahan akan dijalankan secara hibrid bagi pelajar-pelajar beragama Hindu, tertakluk kepada kesesuaian program pengajian pelajar dan pertimbangan pihak fakulti.

**Sempena perayaan Hari Raya Aidilfitri yang dijangka jatuh pada 21-22 Mac 2026 semester 2, sesi pengkuliahan bagi minggu 1 dan minggu ke-2 akan dijalankan secara hibrid/atas talian, tertakluk kepada kesesuaian program pengajian pelajar dan pertimbangan pihak fakulti.

***Sesi pengkuliahan akan dijalankan secara hibrid/atas talian pada minggu ke-12 dan ke-13 semester 2, tertakluk kepada kesesuaian program pengajian pelajar dan pertimbangan pihak fakulti sempena perayaan/cuti umum berikut: Hari Raya Aidiladha, Pesta Keamatan, Hari Wesak, Hari Gawai dan Hari Keputeraan KDYMM Yang di-Pertuan Agong.

Kata Alu-aluan

Assalamualaikum wbt. dan Salam Sejahtera,

Saya merakamkan setinggi-tinggi tahniah kepada saudara dan saudari yang telah terpilih melanjutkan pengajian ke peringkat pascasiswazah di Universiti Kebangsaan Malaysia (UKM). Saya juga mengucapkan ribuan terima kasih kepada saudara-saudari yang telah memilih UKM untuk menyambung pengajian peringkat tinggi.

Sebagai pelajar pascasiswazah, saya berharap saudara dan saudari dapat mengambil peluang dan inisiatif untuk memperkayakan ilmu pengetahuan dengan memberikan sumbangan terhadap hala tuju penyelidikan UKM. Keterlibatan saudara-saudari dalam bidang penyelidikan amat digalakkan melalui pengwujudan kemudahan penyelidikan dan pembelajaran yang terbaik serta skim galakan penyelidikan untuk pelajar pascasiswazah menghasilkan inovasi yang berkualiti dan bertaraf dunia. Kepakaran dan hasil penyelidikan yang dijalankan juga diharap dapat menyumbang secara signifikan kepada pembangunan negara dan kecemerlangan UKM selaras dengan hala tuju strategik UKM.

Saya yakin dengan pengalaman dan kemahiran yang ada, saudari dan saudari boleh menjadi rakan pembimbing kepada pelajar prasiswazah dan bersama-sama berganding bahu menjayakan hasrat UKM untuk melahirkan modal insan yang berkualiti. Saudara dan saudari juga digalakkan untuk menyertai secara aktif dalam pelbagai aktiviti keilmuan seperti persidangan, seminar dan penerbitan bagi memantapkan pengetahuan dan mematangkan pengalaman masing-masing.

Saya berharap saudara dan saudari terus meningkatkan usaha dan tekad untuk menjadi pelajar pascasiswazah yang berupaya memberi sumbangan besar terhadap kecemerlangan universiti, masyarakat dan negara.

Sekian.

Prof. Dr. Sufian Jusoh
Naib Canselor
Universiti Kebangsaan Malaysia

PIHAK BERKUASA DAN PEGAWAI PENGURUSAN
UNIVERSITI KEBANGSAAN MALAYSIA
TAHUN 2025

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Encik Hazmir Hj. Zainal

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Puan Hazlina Mohd Khalid

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Falsafah, Wawasan, Misi dan Matlamat UKM

Falsafah

Paduan antara iman kepada Allah dengan ilmu yang bermanfaat serta gabungan antara teori dengan amal adalah dasar utama bagi perkembangan ilmu, proses pembinaan masyarakat terpelajar dan pembangunan Universiti.

Wawasan

UKM bertekad menjadi Universiti terkehadapan yang mendahului langkah masyarakat dan zamannya bagi membentuk masyarakat dinamis, berilmu dan berakhlak mulia.

Misi

Menjadi Universiti terpilih yang memartabatkan bahasa Melayu serta mensejagatkan ilmu beracuan budaya kebangsaan.

Matlamat

Untuk menjadi pusat keilmuan yang terkehadapan, berteknologi dan berdaya saing yang memartabatkan bahasa Melayu sebagai pusat bahasa ilmu, membangun masyarakat dinamis dan berakhlak mulia, mengantarabangsakan citra dan sumbangan UKM bagi masyarakat sejagat, menjana teknologi yang bermanfaat kepada masyarakat.

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IMBASAN SEJARAH
UNIVERSITI KEBANGSAAN MALAYSIA

Cetusan pertama gagasan perlunya pendidikan tinggi untuk orang Melayu muncul dalam Mesyuarat Majlis Raja- raja pada tahun 1903. Za'ba, seorang cendekiawan, menulis berkenaan gagasan tersebut dalam akhbar Lembaga Melayu pada tahun 1917. Gerakan pemikiran, perdebatan serta tekad golongan cendekiawan Melayu untuk menubuhkan sebuah universiti dan menggunakan Bahasa Melayu sebagai bahasa pengantar di institusi pengajian tinggi bermula pada tahun 1923 apabila Abdul Kadir Adabi, seorang lagi cendekiawan Melayu mengemukakan memorandum gagasan tersebut kepada DYMM Sultan Kelantan. Namun demikian, pemikiran dan tekad tersebut tidak dapat berkembang dan terlaksana kerana wujudnya pelbagai halangan dan rintangan oleh tekanan kolonialisme.

Mulai tahun 1957 hingga 1967, perjuangan untuk penubuhan universiti kebangsaan menjadi semakin bersemarak sebagai memenuhi tuntutan dan semangat kemerdekaan bangsa dan negara. Sehubungan itu, pada 1968 cendekiawan Melayu telah membentuk sebuah jawatankuasa penaja yang berperanan merancang penubuhan sebuah universiti kebangsaan. Pelbagai forum budaya dan politik diadakan bagi mendapat sokongan kerajaan dan rakyat untuk mewujudkan sebuah institusi pengajian tinggi yang memartabatkan Bahasa Melayu sebagai bahasa pengantar dalam semua bidang pangajian dan keilmuan. Perjuangan yang tidak pernah luput itu mencapai kejayaan dengan penubuhan Universiti Kebangsaan Malaysia (UKM) pada 18 Mei 1970 yang memulakan operasi pertamanya di Lembah Pantai Kuala Lumpur. Kumpulan pertama pelajar prasiswazah seramai 192 orang dan dua (2) orang pascasiswazah mula mendaftar di tiga (3) buah fakulti iaitu Fakulti Sains, Fakulti Sastera dan Fakulti Pengajian Islam.

Pada tahun 1974, UKM menubuhkan UKM Kampus Sabah di Kebun Kawang, Papar. Nama Kebun Kawang kemudiannya ditukar kepada Limauan oleh Tun Datu Mustapha Datu Harun yang ketika itu sebagai Ketua Menteri Sabah. Kampus yang menempatkan Fakulti Sains dan Sumber Alam ini berpindah ke Bukit Padang, Kota Kinabalu pada tahun 1980. Seterusnya berpindah ke Menggatal, Tuaran pada tahun 1990 bersama Fakulti Sains Pembangunan yang asalnya ditempatkan di Kampus Induk Bangi. Dengan penubuhan Universiti Malaysia Sabah pada tahun 1994, UKM Kampus Sabah ditutup secara rasminya pada tahun 1996 dan kedua-dua fakulti berkenaan dipindahkan ke Kampus Induk Bangi, Selangor.

Sejak 53 tahun penubuhannya, UKM telah menghasilkan 229,452 graduan. Universiti ini terus berkembang pesat sebagai sebuah universiti awam terkehadapan yang kini mempunyai 14 fakulti dan 13 institut penyelidikan. UKM juga mempunyai entiti yang beroperasi secara komersil, iaitu UKM Holdings Sdn. Bhd. sebagai satu pendekatan dalam mengkomersilkan dan memasyarakatkan kepakaran yang dimiliki di samping menjana kewangan Universiti.

Kampus induk UKM di Bangi yang memulakan operasinya pada tahun 1977 mempunyai keluasan 1,096.29 hektar. Kampus Induk Bangi menempatkan sepuluh (10) fakulti, dan duabelas (12) institut penyelidikan. Manakala Kampus Kuala Lumpur UKM yang terletak di Jalan Raja Muda Abdul Aziz, Kuala Lumpur menempatkan Fakulti Sains Kesihatan, Fakulti Pergigian dan Fakulti Farmasi dengan keluasan 20 hektar. Kampus Kuala Lumpur UKM yang terletak di Cheras dengan keluasan 22.3 hektar menempatkan Fakulti Perubatan, Hospital Canselor Tuanku Muhriz (HCTM), Hospital Tunku Ampuan Besar Tuanku Aishah Rohani, Hospital Pakar Kanak-Kanak UKM (HPKK) dan Institut Biologi Molekul Perubatan (UMBI). Berasaskan kecemerlangan dalam bidang penyelidikan lebih empat dekad, UKM dipilih sebagai salah sebuah universiti penyelidikan di Malaysia pada tahun 2006. UKM juga adalah penerima Anugerah Kualiti Perdana Menteri 2006, memperoleh status SwaAkreditasi pada 2010 dan diberikan status Universiti Autonomi pada Januari 2012. Penganugerahan ini adalah pengiktirafan bagi kecemerlangan UKM dalam bidang akademik dan tadbir urus.

Sebagai panduan kepada seluruh warga universiti untuk meningkatkan universiti watan ini, lima nilai utama telah dijadikan sebagai lembayung dan kerangka bagi UKM dan ia dikenali sebagai TERAS. TERAS ini terdiri daripada Bakat (Talent), Etika (Ethics), Memperkasa (Revitalise), Tangkas (Agile) dan Jiwa (Soul). Ia bertujuan untuk membolehkan warga UKM membuat rujukan dan panduan terhadap hala tuju universiti dalam usaha meningkatkan pencapaian ke tahap yang tertinggi.

Bagi menyokong nilai TERAS, UKM telah membangunkan 5 Bitara TERAS, iaitu Watan, i-Minda, Holistik, Digital dan Prihatin. Lembayung TERAS dan Bitara inilah yang sewajarnya menjadi nadi dan nafas untuk universiti bergerak ke hadapan dan melangkah jauh. Ia juga perlu difahami dan dihayati serta diterapkan dalam aspek pengembangan akademik, kecemerlangan penyelidikan, pembangunan pelajar dan pemerkasaan jaringan antarabangsa serta khidmat komuniti.

Bagi memastikan roh perjuangan para pelopor UKM terus subur dan segar, kesedaran terhadap sejarah penubuhan dibugar secara berterusan. Menginsafi bahawa UKM adalah institusi harapan masyarakat, seluruh warga universiti sama ada warga kerja mahupun pelajar diimbau supaya menyelami dan memahami keperluan rakyat menerusi persoalan yang berlegar dalam kehidupan bernegara. Namun ini tidak menghadkan jangkauan universiti terhadap segenap perkembangan malah pergolakan yang berlaku di peringkat antarabangsa. Universiti yang memiliki pelbagai kepakaran merentas disiplin diyakini berupaya melangkaui garis psikologikal yang membolehkannya beraksi tangkas dalam arena global serta samasama memberi penyelesaian permasalahan yang menghambat kehidupan sejagat.

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Visi

Fakulti Pendidikan Peneraju Inovasi Pendidikan untuk Masyarakat Berilmu dan Dinamik ke Arah Kesejahteraan Sejagat.

Misi

Menjadi Fakulti Pendidikan terpilih yang inovatif, terkehadapan dan beriltizam menyediakan modal insan berkualiti untuk keperluan institusi pendidikan, industri dan masyarakat mengikut acuan kebangsaan yang memartabatkan Bahasa Melayu dan bertaraf antarabangsa sesuai dengan perkembangan sejagat.

Matlamat

Menjadi pusat ilmu pendidikan dan pengembangan modal insan yang berupaya:

1. Melahirkan modal insan yang berkeupayaan tinggi dan menjadi pemimpin pendidikan dalam institusi pendidikan, industri dan masyarakat.
2. Mencipta, mengembang dan mengaplikasi ilmu pendidikan melalui penyelidikan, perundingan dan pengkomersilan produk pendidikan.
3. Meneraju inovasi dalam ilmu pendidikan berkaitan kurikulum, pedagogi, pengurusan dan penilaian.
4. Menjadi pemimpin ilmu pendidikan yang terkehadapan dalam pelbagai disiplin merentasi pelbagai institusi pendidikan, industri dan masyarakat.
5. Menjadi pakar runding dan pusat rujukan ilmu pendidikan tersohor di dalam dan luar negara.

Objektif Fakulti

Menyedari akan keperluan dan kehendak pihak berkepentingan, fakulti menetapkan objektif berikut untuk graduannya:

- Pendidik yang dapat menguasai pengetahuan asas serta kemahiran khusus yang relevan dalam bidang pendidikan.
- Pendidik yang profesional dan beretika dalam melaksanakan tanggungjawab kepada diri, pelajar, rakan sejawat, keluarga, masyarakat dan Allah.
- Pendidik yang memartabatkan Bahasa Melayu dalam profesion pendidikan dan kebolehan berkomunikasi dalam Bahasa Inggeris.
- Pendidik yang dapat menyumbang kepada persekitaran antarabangsa/global di samping mengekalkan jatidiri yang tulen melalui proses pembelajaran sepanjang hayat.
- Pendidik yang boleh memimpin sebuah organisasi pendidikan dengan cekap.
- Pendidik yang boleh menjalankan penyelidikan untuk memahami dan menyelesaikan masalah pendidikan.
- Pendidik yang berfikiran kritis, kreatif dan inovatif serta mengamalkannya berpandukan hikmah.
- Pendidik yang boleh mengintegrasikan ICT secara berkesan dalam pendidikan.
- Pendidik yang memiliki pemikiran keusahawanan.
- Pendidik yang dinamik dan pro aktif terhadap perkembangan pendidikan negara.

Faculty's Objectives

Realising the needs of various stake holders, the Faculty determines the following objectives for its graduates:

- *Educators who possess the basic knowledge and specific skills which are relevant in the area of education.*
- *Professional educators with good ethics in executing their responsibilities towards self, colleagues, family, community and Allah.*
- *Educators who upholds Bahasa Melayu in the education profession and capable of communicating in English.*
- *Educators who contribute internationally besides maintaining their identity through the process of life long learning.*
- *Educators who can lead an educational institution efficiently.*
- *Educators who can do research to understand and solve issues in education.*
- *Educators who think critically, creatively and are innovative and practice these with conscience.*
- *Educators who can effectively integrate lCT in education.*
- *Educators who possess entrepreneurial skills.*
- *Educators who are dynamic and pro active on the development of education nationally.*

Hasilan Program Fakulti

Di akhir pengajian graduan dapat:

- Menguasai dan mengintegrasi ilmu asas dan ilmu perkaedahan dalam bidang pendidikan
- Mengaplikasi kemahiran pengajaran dengan cekap
- Berkebolehan berfikir secara kritis, kreatif, inovatif dan mampu menyelesaikan masalah berpandukan hikmah
- Berkeupayaan berkomunikasi dan berfungsi sebagai pemimpin dan ahli yang berkesan dalam pasukan
- Berkemahiran mengurus, mengintegrasi maklumat dalam pendidikan, serta mengamalkan pembelajaran berterusan
- Mengamalkan sikap, nilai, tanggungjawab serta etika dan profesionalisme keguruan
- Melaksanakan tanggungjawab sosial bersesuaian dengan Falsafah Pendidikan Kebangsaan
- Berkebolehan membudayakan sikap, pengetahuan dan kemahiran keusahawanan

Faculty's Programme Outcomes

At the end of their studies, the graduates will:

- *Acquire and integrate basic knowledge and content knowledge in education.*
- *Apply teaching skills effectively.*
- *Think critically, creatively and innovatively and able to solve problems with conscience.*
- *Be able to communicate and function effectively as a leader and member of a team.*
- *Be skillful in managing, integrating information in education, and practice continuous education.*
- *Practice the values, attitudes, responsibilities and ethics in the education profession.*
- *Practice social responsibility in line with the National Education Philosophy.*
- *Be able to enculture entrepreneurial skills, knowledge and attitudes.*

Strategi Pengajaran

- Kuliah
- Tutorial
- Makmal
- Seminar/Kolokium
- Pengajaran Mikro
- Pengajaran Makro
- Latihan Mengajar/ Praktikum
- Latihan Ilmiah/ Projek/ Tesis
- Pembelajaran di Luar Bilik Darjah (contoh: Perkhemahan)
- Penggunaan e-Pembelajaran
- Aktiviti Komuniti di peringkat kebangsaan dan antarabangsa

Kemudahan Fakulti

- Makmal Komputer
- Makmal Sains
- Makmal Masalah Penglihatan
- Makmal Kaunseling
- Bilik Produksi Teknologi Pendidikan (Pusat Media)
- Bilik Kuliah dan Tutorial (Gerak Minda)
- Bilik Pengajaran Mikro
- Bilik Masalah Pendengaran
- Bilik Prasiswazah (PENDIDIK)
- Bilik Siswazah
- Bilik Pembelajaran Kendiri
- Bilik Mesyuarat (Cambah Minda & Gerbang Minda)
- Gimnasium
- Dewan Kuliah (Dewan Budiman)
- Tempat Letak Kereta
- Bilik Telesidang
- Hab Inovasi Pembelajaran

Teaching Strategies

- *Lecture*
- *Tutorial*
- *Laboratory Practice*
- *Seminar/Colloquium*
- *Micro Teaching*
- *Macro Teaching*
- *Practicum*
- *Academic Training/Project/Thesis*
- *Outdoor Learning*
- *E-learning*
- *Community Activities at both National and International Level*

Faculty's Facilities

- *Computer Laboratory*
- *Science Laboratory*
- *Laboratory for Vision Impairment*
- *Counselling Laboratory*
- *Media Room*
- *Lecture Room*
- *Micro Teaching Room*
- *Hearing Impairment Room*
- *Undergraduate Room (PENDIDIK)*
- *Graduate Study Room*
- *Self-Access Learning Room*
- *Meeting Rooms (Cambah Minda, Gerbang Minda)*
- *Gymnasium*
- *Lecture Hall (Dewan Budiman)*
- *Car Park*
- *Teleconferencing Room*
- *Innovative Learning Hub*

Program Doktor Falsafah

Doctor of Philosophy Programme

Hasilan Pembelajaran Program (Doktor Falsafah)
Hasilan program doktor Falsafah ialah seperti berikut :

1. Menjana pengetahuan baru melalui penyelidikan asli berkaitan bidang pendidikan.
2. Mensintesis pengetahuan sedia melalui proses penyelesaian masalah berkaitan bidang pendidikan.
3. Mengadaptasi kemahiran praktikal dalam pelaksanaan tugasan harian.
4. Mempamerkan kemahiran interpersonal serta bekerjasama dengan pemegang taruh berkaitan bidang pendidikan
5. Mengamalkan kemahiran komunikasi yang berkesan dalam memberi nasihat kepakaran kepada pemegang taruh.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugasan harian.
7. Mensintesis pelbagai bentuk data numerikal dalam penyelidikan asli bagi penyelesaian masalah berkaitan bidang pendidikan.
8. Mengaplikasi kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab dalam proses penjanaan dan penyebaran pengetahuan baru berkaitan bidang pendidikan.
9. Mempamerkan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan harian berkaitan bidang pendidikan.
10. Mereka cipta idea dan inovasi keusahawanan yang boleh digunapakai oleh pemegang taruh berkaitan bidang pendidikan.
11. Mengamalkan nilai etika dan profesional dalam aktiviti penyelidikan berdasarkan kod amalan profesional selari dengan Standard Guru Malaysia.

Program Doktor Falsafah

Pengenalan

Program Doktor Falsafah dijalankan secara penulisan tesis sahaja. Sepanjang tempoh pengajian, calon akan dibimbing oleh tenaga pengajar Fakulti, iaitu sama ada selaku Penyelia, Penyelia Bersama atau ahli dalam Jawatankuasa Penyeliaan Siswazah.

Pengkhususan-pengkhususan yang ditawarkan adalah seperti berikut:

1. Kaunseling
2. Kurikulum dan Pedagogi
3. Kepimpinan Kejurulatihan Sukan
4. Pendidikan Awal Kanak-Kanak
5. Pendidikan Bahasa Arab
6. Pendidikan Bahasa Melayu
7. Pendidikan Islam
8. Pendidikan Kesihatan
9. Pendidikan Keusahawanan & Kepimpinan Organisasi
10. Pendidikan Khas & Inklusi
11. Pendidikan Matematik
12. Pendidikan Pembangunan Ekonomi
13. Pendidikan Dewasa dan Pembelajaran Sepanjang Hayat
14. Pendidikan Perkomputeran
15. Pendidikan Sains
16. Pendidikan Sastera Melayu
17. Pendidikan Sejarah
18. Pendidikan Teknik dan Vokasional
19. Pendidikan Tinggi
20. Pengembangan Kurikulum
21. Pengukuran dan Penilaian dalam Pendidikan
22. Pengurusan Kualliti
23. Pengurusan Pendidikan
24. Pengurusan Sukan
25. Profesionalisme Jurulatih dan Kejurulatihan
26. Psikologi Pendidikan
27. Sosiologi Pendidikan
28. Teknologi dan Inovasi Pembelajaran
29. Pengajaran Bahasa Inggeris sebagai Bahasa Kedua

Doctor of Philosophy Programme

Introduction

Doctor of Philosophy programme is by thesis only. During the study, candidates will be guided by faculty members as a Supervisor, Co-Supervisor or a member of the Graduate Supervisor Committee.There are several specializations or specialized courses in the PhD programme that can be chosen by the candidate based on entry requirements and qualifications.

The specializations offered for the Doctor of Philosophy programme are as follows :

1. *Adult Education and Life-long Learning*
2. *Arabic Language Education*
3. *Coaching and Coaches Professionalism*
4. *Computational Education*
5. *Counselling*
6. *Curriculum and Pedagogy*
7. *Curriculum Development*
8. *Early Childhood Education*
9. *Economics Development Education*
10. *Educational Psychology*
11. *Sociology of Education*
12. *Entrepreneurship Education and Organisation Leadership*
13. *Health Education*
14. *Higher Education*
15. *History Education*
16. *Islamic Education*
17. *Leadership in Sport Coaching*
18. *Learning Technology and Innovation*
19. *Malay Language Education*
20. *Malay Literature in Education*
21. *Management in Education*
22. *Mathematics Education*
23. *Measurement and Evaluation in Education*
24. *Quality Management*
25. *Science Education*
26. *Special Education and Inclusion*
27. *Sports Management*
28. *Teaching English as a Second Language*
29. *Technical and Vocational Education*

Kursus Syarat Pengijazahan Doktor Falsafah (Tanpa Gred TG)

Requirement Course For Doctor Of Philosophy Graduation (No Grade)

Pelajar program Doktor Falsafah Fakulti Pendidikan disyaratkan mengambil dua kursus penyelidikan sebelum membentang Usulan Penyelidikan di Seminar Siswazah Fakulti Pendidikan. Dua kursus berkenaan ialah GC8014 Penyelidikan Kualitatif dan GC8024 Penyelidikan Kuantitatif. Butiran dua kursus berkenaan adalah seperti berikut:

Doctor of Philosophy students are required to enrol two research courses prior to presenting their research proposals at the Graduate Seminar, Faculty of Education. The two courses are GGGC8014 Qualitative Research Methodology and GC8024 Quantitative Research. The following are the details:

GGGC8014 Kaedah Penyelidikan Kualitatif

Kursus ini bertujuan menyediakan pelajar dengan pengetahuan metodologi kualititatif dalam penyelidikan pendidikan. Asas kefahaman penyelidikan kualitatif dari sudut epistemologi dan ontologi akan didalami pada pembinaan penyataan masalah, kerangka teoretikal dan konseptual kajian. Membangunkan keupayaan pelajar untuk memilih dan memberikan justifikasi kepada pemilihan sesuatu reka bentuk kajian kualitatif. Kursus ini juga memperkenalkan pelbagai kaedah, prosedur dan inovasi baharu dalam pengumpulan data kualitatif. Pelajar dibimbing proses dan kaedah menganalisis data kualitatif secara sistematik iaitu bermula dengan pengurusan dan pengorganisasian data kepada pengekodan data, pengkategorian dan seterusnya pembinaan tema yang boleh dilaksanakan secara manual atau melalui perisian komputer. Seterusnya pelajar dibimbing untuk menginterpretasi data secara kritikal dan analitikal. Elemen etika serta kefahaman pelajar berhubung kepentingan kesahan dan kebolehpercayaan dalam penyelidikan kualitatif turut diberikan penekanan. Pendekatan pembelajaran berasaskan masalah (PBL) dilaksanakan melalui kajian lapangan dan amali bagi mengukur kefahaman pelajar untuk mengaplikasikan pengetahuan yang diperolehi dalam konteks permasalahan sebenar.

GGGC8014 Qualitative Research Methodology

The purpose of this course is to provide students with the knowledge of qualitative methodology in educational research. The basis understanding of qualitative research from an epistemological and ontological point of view will be explored in the construction of a problem statement, the theoretical and conceptual framework of the study. Develop students' ability to choose and provide justification for the selection of a qualitative research design. This course also introduces various new methods, procedures, and innovations in qualitative data collection. Students are guided through the process of analyzing qualitative data systematically starting with, data management and organization to data coding, categorization, and then building themes that can be implemented manually or through computer software. Next, students are guided to interpret the data critically and analytically. Ethical elements and students' understanding of the importance of validity and reliability in qualitative research are also emphasized. The problem-based learning (PBL) approach is implemented through a field and practical studies to measure students' understanding to apply the knowledge gained in the context of real problems.

Rujukan

Bazeley, P. (2nd Ed.) 2021. Qualitative Data Analysis: Practical Strategies. Sage.

Delamont, S. (2nd Ed.). 2020. Handbook of Qualitative Research in Education. Edward Elgar Publishing.

Hennink, M., Hutter, I. & Bailey, A. 2020. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Sharon M, Ravitch, & Carl, N. M. 2019. Qualitative Research: Bridging the Conceptual, Theoretical, and Methodological. Sage Publications.

GGGB8024 Kaedah Penyelidikan Kuantitatif

Tujuan utama kursus ini adalah untuk memberi pendedahan berhubung rekabentuk penyelidikan yang berorientasikan kuantitatif. Dalam menyediakan pelajar kemahiran menyelesaikan permasalahan dalam penyelidikan kuantitatif, peranan analisis statistik sama ada deskriptif mahupun inferensi merupakan fokus utama yang diberi keutamaan. Sehubungan dengan itu, kursus ini akan turut menumpukan kepada aspek integrasi kefahaman berhubung logik yang mendasari sesuatu rekabentuk kuantitatif serta analisis yang bersejajaran dengannya. Dalam menjayakannya, analisis statistik yang bersesuaian dengan rekabentuk penyelidikan tertentu akan dibahaskan yang kemudiannya disusuli dengan penggunaan komputer dalam memupuk kemahiran analisis dan interpretasi output penyelidikan kuantitatif.

GGGC8024 Quantitative Research Methodology

The main purpose of this course is to provide exposure to quantitative-oriented research design. In providing students with the skills to solve problems in quantitative research, the role of statistical analysis in both descriptive and inference is a key focus. In this regard, the course will also focus on the integration of understanding of the logic underlying the quantitative design and the analysis that aligns with it. In doing so, statistical analysis that is relevant to a particular research design will be debated which is followed by the use of computers in developing analytical skills and interpreting quantitative research output.

Rujukan

Bond, T. G., Yan, Z. & Heene, M. (2021). Applying the Rasch Model: Fundamental Measurement in The Human Sciences (4th ed). New Jersey: Routledge.

Muijs, D. (2022). Doing Quantitative Research in Education with IBM SPSS Statistics (3rd ed.), Kindle Edition. London: SAGE Publications.

Roni, S.M. & Djajadikerta, H.G. (2022). Data Analysis with SPSS for Survey-based Research. Singapore: Springer.

Salkind, N.J. & Frey, B.B. (2022). Tests & Measurement for People Who (Think They) Hate Tests & Measurement (4th ed). SAGE Publications.

Warner, R.M. (2020). Applied Statistics II: Multivariable and Multivariate Techniques (3rd ed.). California: SAGE Publications.

Jadual Kerja Program Doktor Falsafah

Tempoh Pengajian		Jadual Kerja
Sepenuh Masa/Sem	**Separuh Masa/Sem**	
1	1-2	**Persediaan Usulan** 1. Mengambil kursus syarat pengijazahan– GGGC8014 & GGGC8024 2. Kenal pasti pemasalahan kajian 3. Analisis literatur 4. Penghasilan draf ke atas kerja awal
2	3-4	**Peringkat I (Usulan Penyelidikan)** 1. Mengenal pasti isu-isu teori yang penting 2. Mengemukakan persoalan utama penyelidikan 3. Penentuan metodologi yang sesuai
3	5	**Peringkat II** 1. Penyelidikan lapangan 2. Menganalisis data empirikal 3. Penghasilan kajian penyelidikan
4	6	**Peringkat III (Pemantapan)** 1. Mengintegrasikan literatur dan keputusan penyelidikan 2. Penggulungan tema-tema penting 3. Mengenal pasti tajuk-tajuk bab
5	7	**Penghasilan draf awal tesis.** (Notis **tiga (3) bulan** diberi kepada Urusetia siswazah, Fakulti Pendidikan sebelum tesis dikemukakan untuk peperiksaan)
6	8	**Mengemukakan draf muktamad tesis untuk pemeriksaan** Peperiksaan Lisan (Pembetulan/perubahan terakhir/ Penyerahan tesis muktamad

Doctor Of Philosophy Work Schedule

Study Period		***Work Schedule***
Full Time/ Sem	***Part time/ Sem***	
1	*1-2*	***Proposal Preparation*** *1. Enrollment in the required courses – GGGC8014 & GGGC8024* *2. Identifying research problem* *2. Analysing literature* *3. Writing first draft*
2	*3-4*	***Phase I (ResearhProposal Defence)*** *1. Identifying significant theoretical issues* *2. Putting forth main issue* *3. Determining suitable methodology*
3	*5*	***Phase II*** *1. Fieldwork* *2. Analysing empirical data* *3. Producing research findings*
4	*6*	***Phase III(Pre-viva Presentation)*** *1. Integrating literature and research findings* *2. Illuminating important themes* *3. Identifying titles for chapters*
5	*7*	***Producing first draft*** *(A **3 month** notice is submitted to the Graduate Committee, Fakulti Pendidikan prior to submission for thesis examination)*
6	*8*	***Submitting final draft for vice-voce*** *(Final correction/changes/Final submission)*

Program
Sarjana Pendidikan

Masters of Education
Programme

Program Sarjana Sains dalam Pendidikan (Mod Penyelidikan)

Pengenalan

Dalam program ini terdapat beberapa pengkhususan yang boleh diikuti oleh calon tertakluk kepada syarat-syarat penerimaan masuk. Pengkhususan yang ditawarkan adalah seperti berikut:

1. Kurikulum dan Pedagogi
2. Pendidikan Bahasa Arab
3. Pendidikan Bahasa Melayu
4. Pendidikan Ekonomi
5. Pendidikan Islam
6. Pendidikan Khas
7. Pendidikan Komputer
8. Pendidikan Matematik
9. Pendidikan Perniagaan dan Keusahawanan
10. Pendidikan Awal Kanak-Kanak
11. Pendidikan Sains
12. Pendidikan Sejarah
13. Pengajaran Bahasa Inggeris sebagai Bahasa Kedua
14. Pengukuran dan Penilaian
15. Pengurusan Sukan
16. Pentadbiran Pendidikan
17. Psikologi Pendidikan
18. Sosiologi Pendidikan
19. Sumber dan Teknologi Maklumat

Master of Science in Education Programme (Research Mode)

Introduction

There are many specializations in this programme that can be chosen by the candididate based on entry requirements and qualifications. Specializations offered are as follows:

1. *Curriculum and Pedagogy*
2. *Arabic Language Education*
3. *Malay Language Education*
4. *Economics Education*
5. *Islamic Education*
6. *Special Education*
7. *Computer Education*
8. *Mathematics Education*
9. *Business and Entrepreneurship Education*
10. *Early Childhood Education*
11. *Science Education*
12. *History Education*
13. *Teaching English as a Second Language*
14. *Measurement and Evaluation*
15. *Sports Management*
16. *Educational Administration*
17. *Educational Psychology*
18. *Sociology of Education*
19. *Resource and Information Technology*

Kursus Syarat Pengijazahan Sarjana Sains dalam Pendidikan (Tanpa Gred TG)

Requirement Course For Master of Science in Education Graduation (No Grade)

Pelajar program Sarjana Sains dalam Pendidikan di Fakulti Pendidikan wajib mengambil tiga (3) kursus penyelidikan sebelum membentang Usulan Penyelidikan di Seminar Siswazah Fakulti Pendidikan.

Tiga (3) kursus berkenaan ialah GB6053 Penulisan Kritis dalam Penyelidikan, GB6073 Kaedah Penyelidikan dalam Pendidikan dan GB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan. Butiran tiga (3) kursus berkenaan adalah seperti berikut:

Master of Science in Education students are required to enrol three (3) research courses prior to presenting their research proposals at the Graduate Seminar, Faculty of Education. The three (3) courses are GB6053 Critical Writing in Research , GB6073 Research Methodology in Education and GB6093 Quantitative and Qualitative Research in Education. The following are the details:

GB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah penggunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan aplikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Bacaan Asas/ *Basic Reading*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GB6073 Research Methodology in Education

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Bacaan Asas/ *Basic Reading*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Bacaan Asas/ *Basic Reading*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

Program Sarjana Pendidikan
(Mod Campuran dan Mod Kerja Kursus)

Pengenalan

Dalam program Sarjana Pendidikan (mod campuran dan mod kerja kursus) ini terdapat pengkhususan yang boleh diikuti oleh calon tertakluk kepada syarat-syarat penerimaan masuk. Pengkhususan yang ditawarkan adalah seperti berikut:

1. Kurikulum dan Pedagogi
2. Pendidikan Bahasa Melayu
3. Pendidikan Islam
4. Pengajaran Bahasa Inggeris sebagai Bahasa Kedua
5. Pendidikan Matematik
6. Pendidikan Komputer
7. Pendidikan Sains
8. Pendidikan Perniagaan dan Keusahawanan
9. Pengukuran dan Penilaian
10. Pengajian Sukan
11. Pengurusan Pendidikan
12. Psikologi Pendidikan
13. Sosiologi Pendidikan
14. Pendidikan Bahasa Arab
15. Pembangunan Ekonomi
16. Pendidikan Sejarah
17. Teknologi Pendidikan
18. Bimbingan dan Kaunseling
19. Pendidikan Awal Kanak-kanak
20. Pendidikan Khas dan Inklusif

Masters in Education Programme (Mixed mode and coursework mode)

Introduction

There are specializations in the Masters of Education programme (mixed mode and coursework mode) that can be chosen by the candididate based on entry requirements and qualifications. Specializations offered are as follows:

1. *Curriculum and Pedagogy*
2. *Malay Language Education*
3. *Islamic Education*
4. *Teaching English as a Second Language (TESL)*
5. *Mathematics Education*
6. *Computer Education*
7. *Science Education*
8. *Business Studies and Entrepreneurship Education*
9. *Measurement and Evaluation*
10. *Sport Studies*
11. *Educational Management*
12. *Educational Psychology*
13. *Education Sociology*
14. *Arabic Language Education*
15. *Economic Development*
16. *History Education*
17. *Educational Technology*
18. *Guidance and Counseling*
19. *Early Childhood Education*
20. *Special and Inclusive Education*

Sinopsis Kursus/ *Course Synopsis*

Kursus Teras Fakulti/ *Faculty Core Courses*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 Research Methodology in Education

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Bacaan Asas/ *Basic Reading*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Bacaan Asas/ *Basic Reading*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Bacaan Asas/ *Basic Reading*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

Kursus Pilihan/ *Elective Courses*

GGGE6583 Kajian Bebas

Kursus ini bertujuan untuk meningkatkan kemahiran analitikal dan kemahiran penulisan penyelidikan. Pelajar boleh menghasilkan pelbagai bentuk penulisan penyelidik dengan seliaan daripada penyelia. Di akhir kursus ini pelajar dapat menguasai ilmu penyelidikan dalam bidang pengkhususan masing-masing.

GGGE6583 Independent Study

This course focuses on increasing their analytical and research writing skills. Students can produce various forms of research writing under the supervision of a supervisor. At the end of this course, students can master research knowledge in their respective fields of specialization.

Bacaan Asas/ *Basic Reading*

DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Kornuta, H. M., Germaine. R. W. (2019). A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Mertens, D. M. (2019). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. (2021). The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Universiti Kebangsaan Malaysia (2018). Panduan Menulis Tesis Gaya UKM. Bangi: Penerbit UKM.

Projek Penyelidikan/ *Research Project* (Sarjana Pendidikan (Mod Kerja Kursus) / *Master of Education (Coursework Mode*)

GGGA6083 Cadangan Penyelidikan
Research Proposal
(Prasyarat : Setelah Lulus GGGB6073 Kaedah Penyelidikan dalam Pendidikan dan GGGB6053 Penulisan Kritis dalam Penyelidikan)

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 Research Proposal
(Prerequisite: After pass course GGGB6073 Research Methodology in Education and GGGB6053Critical Writing in Research)

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Bacaan Asas/ ***Basic Reading***

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: PenerbitUKM.

GGGA6094 Kertas Penyelidikan
(Prasyarat : Setelah lulus GGGB6073 Kaedah Penyelidikan dalam Pendidikan, GGGB6053 Penulisan Kritis dalam Penyelidikan dan GGGA6083 Cadangan Kajian)

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 Research Paper
(Prerequisite: After pass course GGGB6073Research Methodology in Education, GGGB6053Critical Writing in Research and GGGA6083 Research Proposal)

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Bacaan Asas/ *Basic Reading*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Modul Program Sarjana Pendidikan (Mod Campuran dan Mod Kerja Kursus)

Master of Education Programme Module (Mixed mode and Coursework mode)

Sarjana Pendidikan dalam Kurikulum dan Pedagogi

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang kurikulum dan pedagogi.
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang kurikulum dan pedagogi.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang kurikulum dan pedagogi dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal dalam perkhidmatan kepada pelbagai pihak terutamanya dalam bidang kurikulum dan pedagogi.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang kurikulum dan pedagogi sama ada melalui penulisan atau percakapan.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas, penyebaran pengetahuan dan maklumat berkaitan bidang kurikulum dan pedagogi melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi penyelesaian masalah berkaitan bidang kurikulum dan pedagogi.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu kurikulum dan pedagogi.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang kurikulum dan pedagogi.
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang kurikulum dan pedagogi.
11. Mengamalkan nilai etika dan profesional berkaitan bidang kurikulum dan pedagogi bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGA6213	Teori dan Amalan Kurikulum
GGGA6243	Perancangan Kurikulum
GGGE6253	Perubahan Dalam Kurikulum Pengajaran
GGGE6283	Penyelidikan Dalam Pengajaran dan Pembelajaran
GGGA6113	Strategi Pengajaran dan Pembelajaran

Kursus Elektif Bidang Pengkhususan

GGGP 6153	Reka Bentuk Program Literasi Maklumat dalam Pendidikan
GGGP 6113	Pengajaran Digital dan Futuristik
GGGP 6243	Produksi Pembelajaran dan Tekno-Usahawan

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Curriculum and Pedagogy

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of curriculum and pedagogy.*
2. *Analysing information in the problem-solving process based on analytical skills related to curriculum and pedagogy.*
3. *Applying practical skills appropriate to the field of curriculum and pedagogy in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of curriculum and pedagogy.*
5. *Applying effective communication skills in disseminating information within the field of curriculum and pedagogy either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of curriculum and pedagogy through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to curriculum and pedagogy.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to curriculum and pedagogy.*
9. *Applying personal skills through lifelong learning management and committed to curriculum and pedagogy practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of curriculum and pedagogy.*
11. *Practicing ethical and professional values related to curriculum and pedagogy to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGA6213	*Curriculum Theory and Practice*
GGGA6243	*Curriculum Planning*
GGGE6253	*Curriculum and Pedagogy Change*
GGGB6283	*Research in Teaching and Learning*
GGGA6113	*Teaching and Learning Strategy*

Elective Course in Specialisation

GGGP6113 Digital and Futuristic Teaching
GGGP6153 The Design of Information Literacy Programs
GGGP6243 Learning Production & Techno-Entreprenuership

Project paper

GGGA6083 Research Proposal
GGGA6094 Research Paper

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan / *References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan / References

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan / References

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGA6213 Teori dan Amalan Kurikulum

Kursus ini bertujuan untuk memberi pemahaman yang luas tentang bidang pengajian kurikulum. Kuliah dan perbincangan meliputi falsafah, teori dan model-model kurikulum, perbandingan kurikulum, sejarah aliran pemikiran pembaharuan kurikulum, kajian-kajian dalam bidang kurikulum dan proses pembangunan kurikulum pendidikan di Malaysia.

GGGA6213 *Curriculum Theory and Practice*

The course enables students to understand the field of curriculum studies. Lectures and discussions will include philosophy, theory and curriculum models, curriculum comparisons, the idea of progressivism.

Rujukan / References

Bovill, C. 2020. Co-creating learning and teaching: Towards relational Pedagogy in Higher Education. Essex, UK. Critical Publishing.

Fudge, T. P. & Ferebee, S. S. 2021. Curriculum Development and Online Instruction for the 21st Century. Hershey, PA. USA. IGI Global.

Green, B. 2018. Engaging curriculum: Bridging the curriculum theory. New York: Routledge

Ladson-Billings, G. 2021. Culturally Relevant Pedagogy: Asking a different pedagogy. New York. Teachers College Press.

Pinar, W. F. 2019. What is curriculum theory? 3rd Edition. New york. Routledge.

GGGA6243 Perancangan Kurikulum

Kursus ini memberi peluang kepada pelajar mengkaji secara analitis, kurikulum sesuatu program pendidikan. Daripada pengkajian itu pelajar akan mengemukakan cadangan-cadangan untuk memperkemaskan kurikulum berkenaan. Tatacara merangka kurikulum yang merangkumi penyediaan cadangan untuk sesuatu kurikulum seperti kerangka pembentukan, pernyataan matlamat dan objektif, organisasi isi kandungan, pendekatan strategi pengajaran dan pembelajaran, tenaga kerja dan latihan serta alat kelengkapan dan kemudahan akan dibincangkan. Di peringkat mikro, kursus ini akan membincangkan perancangan untuk mengimplementasi sesuatu kurikulum yang merangkumi aturcara aktiviti implementasi, pengurusan serta tenaga kerja, penyediaan belanjawan dan penilaian untuk melaksanakan sesuatu program Kursus ini bertujuan untuk memberi pemahaman yang luas tentang bidang pengajian kurikulum.

GGGA6243 *Curriculum Planning*

This course aims at giving students the opportunity to analytically study the curriculum of a program. From this study, the students will propose suggestions to enhance the curriculum. This will include the preparation of a proposal for a curriculum, aims, approaches, strategies, personnel and training as well as equipments and facilities. At the micro level, this course will discuss planning for implementation of the program, management, workforce and budgeting.

Rujukan / References

Bates, B. 2020. Learning theories simplified (2nd ed.). Los Angeles: Sage.

Johnson, A. P. 2019. Essential learning theories: applications to authentic teaching situation. London: Rowman & Littlefield.

Keator, C. S. 2020. The Digital Era of Learning: Novel Educational Strategies and Challenges for Teaching Students in the 21st Century. Hauppauge, NY: Nova Science Publishers Inc.

Vaughn, S. R., & Bos, C. S. 2020. Strategies for teaching students with learning and behavior problems. Austin, Texas: Pearson.

Willison, J. 2020. The Models of Engaged Learning and Teaching: Connecting Sophisticated Thinking From Early Childhood to PhD. Singapore: Springer.

GGGB6283 Penyelidikan dalam Pengajaran dan Pembelajaran

Kursus ini memperkenal kepada pelajar beberapa kaedah penyelidikan yang bersesuaian dalam pendidikan, khasnya dalam membuat analisis kritikal serta menambahbaik amalan dalam pengajaran dan pembelajaran berdasarkan bukti empirikal. Kaedah-kaedah ini meliputi pendekatan kuantitatif dan kualitatif. Dalam kursus ini, pelajar akan mengkaji isu-isu pengajaran dan pembelajaran, merumuskan penyelidikan-penyelidikan lepas berkaitan pengajaran dan pembelajaran, serta melaksanakan dan menjelaskan kajian (Kajian Tindakan/Lesson Study/Kajian Kes) bagi menyelesaikan masalah berkaitan pengajaran dan pembelajaran.

GGGB6283 ***Research in Teaching and Learning***

This course introduces students to various suitable research methods in education, particularly those with critical analysis to improve teaching and learning practices using evidence-based research. The method will include both qualitative and quantitative methods. In this course, students will analyze issues in teaching and learning, critically conclude past research studies related to teaching and learning, implement and explain research (Action Study/Lesson Study/Case Study) to solve problems related to teaching and learning.

Rujukan / ***References***

Alhajj, R., Moshirpour, M., Far, B. (2020). Data Management And Analysis: Case Studies In Education, Healthcare And Beyond. Springer

Buntins, K, Bond, M, Bedenlier, S. (2020). Systematic Reviews in Educational Research London: Saint Philip Street Press.

Cohen, L, Manion, L., & Morrison, K. (2018). Research Methods in Education. New York: Routledge.

OECD,(2020). Educational Research and Innovation Back to the Future of Education Four OECD Scenarios for Schooling. OECD: New York.

Raye, S. L., Masta, S., Cook, S. T., Burdick, J. 2020. Ideating Pedagogy in Troubled Times: Approaches to Identity, Theory, Teaching and Research. United States: Information Age Publishing. in Education: Yin, Merriam and Stake. The Qualitative Report , 20(2). 134-152.

GGGA6113 Strategi Pengajaran dan Pembelajaran

Kursus ini meneroka pelbagai strategi pengajaran dan pembelajaran yang telah dibuktikan secara empirikal dapat memberikan impak yang positif ke atas pencapaian pelajar. Pelajar akan mempelajari bagaimana membina persekitaran pembelajaran yang efektif yang dapat merangsang pemikiran aras tinggi dan pembelajaran mendalam. Di akhir kursus, pelajar dijangkakan dapat membandingkan teori dan konsep-konsep asas strategi instruksi, mencadangkan strategi instruksi inovatif, dan membangunkan modul pembelajaran inovatif dalam konteks kepelbagaian pendidikan.

GGGA6113 ***Teaching and Learning Strategy***

This course explores teaching and learning strategies that have proven empirically to have positive impact on student achievement. Students will learn how to develop effective learning environment that stimulate higher order thinking and deep learning. At the end of the course, students are expected to be able to compare basic theories and concepts related to effective instructional strategies, propose innovative instructional strategies, and develop innovative learning modules in the context of educational diversity.

Rujukan / References

Bos, C. S., & Vaughn, S. 2019. Strategies for teaching students with learning and behavior problems [Tenth Edition]. Pearson.

Keator, C. S. 2020. The Digital Era of Learning: Novel Educational Strategies and Challenges for Teaching Students in the 21st Century. Hauppauge, New York, United States: Nova Science Publishers.

Lovat, T. 2019. The Art and Heart of Good Teaching: Values as the Pedagogy. Singapore: Springer

Robinson, J.M., O'Loughlin, V.D., Kearns, K., & Plummer, L. 2020. Teaching as if Learning Matters: Pedagogies of Becoming by Next-Generation Faculty. Indiana University: Indiana University Press.

Stobaugh, R. 2019. Fifty Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom (50 Teaching Strategies to Support Cognitive Development). Bloomington, Indiana: Solution Tree Press.

GGGE6253 Perubahan dalam Kurikulum dan Pengajaran

Kursus melihat perubahan sebagai satu perkara yang harus berlaku dalam sistem pendidikan yang berkembang dengan pesat. Umumnya, perubahan bukanlah bermaksud melaksanakan dasar-dasar kerajaan yang terkini. Ia bermaksud mengubah budaya bilik darjah, sekolah, universiti dan sebagainya. Terdapat lebih banyak implikasi kepada perubahan pendidikan yang disedari oleh kita semua. Ringkasnya, kursus ini membincangkan proses perubahan dalam kurikulum dan pengajaran dalam pelbagai konteks pelaksanaan, menjelaskan kesan proses perubahan terhadap pengajaran dan pembelajaran, dan mendedahkan pelajar kepada pelaksanaan kajian mini dalam memahami perubahan kurikulum dan kesannya terhadap proses pengajaran.

GGGE6253 *Curriculum and Pedagogy Change*

This course reviews changes that ought to happen in a fast-changing education system. Generally, change does not mean implementing the latest government policies. It means changing the culture of classrooms, schools, universities and other institutions. There are more implications to educational change that we are all aware of. In short, this course discusses the process of change in curriculum and teaching in various educational contexts, explains the impact of this process on teaching and learning, and exposes students to the implementation of mini research in understanding curriculum change and its impact on teaching process.

Rujukan / References

Keator, C. S. 2020. The Digital Era of Learning: Novel Educational Strategies and Challenges for Teaching Students in the 21st Century. Hauppauge, New York, United States: Nova Science Publishers.

Robinson, J.M., O'Loughlin, V.D., Kearns, K., & Plummer, L. 2020. Teaching as if Learning Matters: Pedagogies of Becoming by Next-Generation Faculty. Indiana University: Indiana University Press.

Sengupta, E., Blessinger, P., & Yamin, T.S. 2019. Integrating Sustainable Development Into the Curriculum. United Kingdom: Emerald Publishing Limited.

Strong-Wilson, T., Ehret, C., Lewkowich, D., & Chang-Kredl, S. 2019. Provoking Curriculum Encounters Across Educational Experience: New Engagements with the Curriculum Theory Archive. United Kingdom: Routledge

Wedell,M., & Laura Grassick, L. 2019. International Perspectives on Teachers Living with Curriculum Change. United Kingdom: Palgrave Macmillan

GGGP6113 Pengajaran Digital dan Futuristik

Kursus ini memberi pendedahan tentang pengajaran digital dan futuristik yang melibatkan penggunaan perisian dan teknologi terkini dalam pendidikan dan juga dalam persekitaran industri. Kursus ini juga mengaplikasikan proses reka bentuk pengajaran digital dan futuristik dalam pembangunan bahan, aktiviti dan ruang pengajaran dan pembelajaran bersama pihak berkepentingan dalam pendidikan termasuk industri. Pelajar juga diberi pendedahan tentang strategi pengajaran digital dan futuristik bagi mendalami pendekatan untuk mentransformasi pendidikan.

GGGP6113 *Digital and Futuristic Teaching*

The course exposes students on digital and futuristic instruction that involves the application of advanced software and technology in educational and industrial settings. The course also applies process of digital and futuristic instructional design in development of materials, activities, and environment for teaching and learning with relevant partners in education including industrial partners. Students are also exposed on strategies for digital and futuristic instruction in understanding approaching for transforming educational practices.

Rujukan / References

Ally, M., Embi, M. A., & Norman, H. (Eds.). 2019. The Impact of MOOCs on Distance Education in Malaysia and Beyond (Vol. 38). Routledge.

Apple 2022. Everyone Can Create Teacher Guide. Cupertino: Apple Inc.

Apple 2022. Everyone Can Code. Cupertino: Apple Inc.

Cleveland-Innes, M., & Wilton, D. (2018). Guide to blended learning. Commonwealth of Learning.

Educase. 2020. 2020 Educase Horizon Report: Teaching and Learning Edition. Educase.

Schwab, K. 2017. The fourth industrial revolution. Crown Business.

World Economic Forum 2021. Technology Futures: Projecting the Possible, Navigating What's Next. World Economic Forum.

GGGP6153 Rekabentuk Program Literasi Maklumat

Kursus ini bertujuan untuk melengkapkan pelajar dengan pengetahuan merekabentuk program literasi maklumat dan menghasilkan bahan pengajaran dan pembelajaran literasi maklumat. Kursus ini akan memberi pengalaman kepada pelajar untuk merancang program literasi maklumat dalam pendidikan dan seterusnya menghasilkan bahan pengajaran bagi program literasi maklumat tersebut. Seterusnya kursus ini akan membantu pelajar menghasilkan laporan ilmiah berkaitan dengan proses dan hasil perancangan program literasi maklumat dan bahan pengajaran dan pembelajaran program literasi maklumat yang telah dibangunkan oleh pelajar.

GGGP6153 The Design of Information Literacy Programs

This course equips students with knowledge and skills of designing, implementing and evaluating information literacy programs in education setting. The course helps students to develop knowledge and skills in planning, implementing, evaluating information literacy programs in learning institutions. The course will also assist students to acquire necessary skills to write academic report on the process and outcome of planning and implementing information literacy programs.

Pra-Keperluan: Lulus GGGB6073 Kaedah Penyelidikan dalam Pendidikan
Pre-requisite: *Pass GGGB6073 Research Methodology in Education*

Rujukan / *References*

Burkhardt, J. M., Macdonald, M. C. & Rathemarcher, A. J. 2010. Teaching information literacy: 50 standards-based exercises for college students. American Library Association.

Hofer, A.R., Hanick, S.L. & Townsend. 2019. Transforming information litercy instruction: Threshold concepts in theory and practice. Libraries Unlimited.

Landoy, A., Popa, D. & Repanovici. 2020. Collaboration in designing a pedagogical approach in information literacy. Springer Champ

Shafack, R. 2020. Information literacy education and the role of libraries. Notion Press.

Thomas, N. P., Crow, S.R, Henning, J.A. & Donham, J. 2020. Information literacy and information skills instruction. 4th Ed. Denver, Colorado: Libraries Unlimited.

GGGP6243 Produksi Pembelajaran & Tekno-Usahawan

Kursus ini bertujuan untuk membekalkan kepada pelajar konsep, strategi, promosi pembelajaran serta integrasi teknologi dalam keusahawanan. Aspek-aspek yang turut dibincangkan termasuklah metod kepelbagaian sistem mempromosi dan memasarkan bidang pendidikan melalui teknologi maklumat termasuklah menerusi internet, world wide web dan media sosial. Di akhir kursus para pelajar bukan sahaja mengetahui teknik mempromosi perkongsian maklumat juga dapat mengintegrasikan dengan bidang keusahawanan. Kebolehpasaran menggunakan teknologi pembelajaran bagi memastikan kolaborasi antara teknologi dengan keusahawanan.

GGGP6243 Learning Production & Techno-Entreprenuership

This course provides students the concepts, strategies, promotion and integration of technology in teaching entrepreneurship. The aspects discussed include diversity method to promote and market system of education through information technology, including the internet, the world wide web and social media. At the end of the course the students not only learn techniques to promote the sharing of information but can also integrate with entrepreneurship. Merchantability using learning technologies to ensure collaboration between technology and entrepreneurship.

Rujukan / References

David Amerland. 2017. The Social Media Mind : United State of America. New Line Publishing.

Fariza Khalid, Mohd Jasmy Abd Rahman & Mohd Yusoff Daud. 2020. Pendidikan Digital Era RI 4.0. Penerbit Fakulti Pendidikan UKM, Kuala Lumpur.

Mohd. Jasmy Abd Rahman et. al. 2018. Dron Dalam Pendidikan. Himpunan Kajian Empirikal. Selangor. Fakulti Pendidikan UKM.

Mohd Jasmy Abd Rahman & Norazani Md Zain. 2017. IT Dalam Pendidikan Abad ke-21. Bangi. Fakulti Pendidikan UKM

Philips, R. 2018. Interactive multimedia development. London: Kogan Page

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan / References

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan / References

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pendidikan Bahasa Melayu

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran kurikulum yang dinamik dalam pendidikan Bahasa Melayu;
2. Menganalisis maklumat dalam penyelesaian masalah berdasarkan kemahiran analitis berkaitan isu pendidikan Bahasa Melayu;
3. Mengaplikasikan kemahiran praktikal, instrumen dan kaedah dalam pengajaran dan pembelajaran yang bersesuaian dengan bidang pendidikan Bahasa Melayu;
4. Mempraktikkan kemahiran interpersonal dan bekerjasama dalam memberi perkhidmatan untuk kepentingan pemegang taruh pendidikan Bahasa Melayu;
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam penyebaran maklumat berkaitan pendidikan Bahasa Melayu;
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas dan menyebarluaskan maklumat berkaitan pendidikan Bahasa Melayu;
7. Mengaplikasikan kemahiran numerikal dalam persekitaran pendidikan Bahasa Melayu;
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dalam membuat keputusan dan kebertanggungjawaban menyampaikan ilmu pendidikan Bahasa Melayu;
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam pendidikan Bahasa Melayu;
10. Mempamerkan idea keusahawanan dan inovasi bagi meningkatkan kebolehpasaran Pendidikan Bahasa Melayu; dan
11. Mengamalkan nilai etika dan profesionalisme dalam pendidikan Bahasa Bahasa Melayu

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGE6313	Psikolinguistik dalam Pengajaran dan Pembelajaran Bahasa
GGGE6323	Sosiolinguistik dalam Pengajaran dan Pembelajaran Bahasa
GGGE6333	Linguistik Terapan dalam Pengajaran dan Pembelajaran Bahasa
GGGI6123	Literasi dalam Pengajaran dan Pembelajaran Bahasa Melayu
GGGI6133	Inovasi dalam Pengajaran dan Pembelajaran Bahasa Melayu

Kursus Elektif Bidang Pengkhususan

GGGE6583	Kajian Bebas
GGGI6243	Strategi Pengajaran dan Pembelajaran Bahasa Melayu

GGGI6253	Kepelbagaian Sosial dalam Pengajaran dan Pembelajaran Bahasa Melayu

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Malay Language Education

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing knowledge in the field of Malay Language Education related to teaching and learning in the face of dynamic challenges.*
2. *Analysing information in the problem-solving process based on analytical skills related to Malay Language Education.*
3. *Applying practical skills appropriate to the field of Malay Language Education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of Malay Language Education.*
5. *Applying effective communication skills in disseminating information within the field of Malay Language Education.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the Malay Language Education.*
7. *Applying various forms of numerical data to solve problems related to Malay Language Education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to Malay Language Education.*
9. *Applying personal skills through lifelong learning management in Malay Language Education.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of Malay Language Education.*
11. *Practicing ethical and professional values related to Malay Language Education.*

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGE6313	*Psycholinguistics in Teaching and Learning of Malay Language*
GGGE6323	*Sociolinguistics in Teaching and Learning of Malay Language*
GGGE6333	*Applied Linguistic in Teaching and Learning Of Malay Language*
GGGI6123	*Literacy in Teaching and Learning of Malay Language*
GGGI6113	*Innovation in Teaching and Learning of Malay Language*

Elective Course in Specialisation

GGGE6583	*Independent Study*
GGGI6243	*Strategy in Teaching and Learning of Malay Language*
GGGI6253	*Social Diversity in Malay Language Teaching and Learning*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan / References

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan / References

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan / References

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGE6313 Psikolinguistik dalam Pengajaran dan Pembelajaran Bahasa Melayu

Tujuan kursus ini adalah untuk membolehkan pelajar mengkaji proses-proses mental yang terlibat dalam proses pembelajaran bahasa. Antara perkara yang akan disentuh termasuklah perspektif teori terhadap pemerolehan bahasa, mekanisme dalam asas proses 'decoding', penyimpanan dalam ingatan analitis, pemahaman dan proses 'encoding', ingatan kembali (retrieval), sintesis dan penuturan serta strategi.

GGGE6313 *Psycholinguistics in Teaching and Learning of Malay Language*

This course introduces students to the cognitive, linguistic, and psychological processes involved in language acquisition and learning. Topics in the course include theoretical perspectives on language acquisition/learning, mechanisms involved in basic decoding processes, storing of analytical memory, understanding and decoding processes, retrieval, synthesis and speech as well as strategies used in message comprehension.

Rujukan / References

Fullan, M., Quinn, J. & McEachen, J. (2018). New Pedagogies for Deep Learning. Thousand Okas, CA: SAGE Publication.

Khazriyati Sallehuddin. (2018). Psikolinguistik: Penerokaan Minda Berlandaskan Bahasa. Bangi: Penerbit Universiti Kebangsaan Malaysia.

Leow, R.P., Cerezo, L. & Baralt, M. (2019). A Psychologistic Approach to Technology and Language Learning. 3rd Edition. New York: De Gruyter.

Traxler, M.J. (2017). Introduction to Psycholinguistics. 3rd Edition. New York: John Wiley and Sons.

Zamri Mahamod. (2021). Psikolinguistik dan Pengajaran Bahasa. Cetakan Keempat. Bangi: Penerbit Fakulti Pendidikan, Universiti Kebangsaan Malaysia.

GGGE6323 Sosiolinguistik dalam Pengajaran dan Pembelajaran Bahasa Melayu

Kursus ini bertujuan untuk membolehkan pelajar mengkaji bahasa Melayu yang digunakan dalam pelbagai konteks sosial dan budaya. Kursus ini juga bertujuan untuk meninjau pengaruh pemboleh ubah sosial dan budaya terhadap sistem bahasa dan pembelajaran bahasa. Kursus akan dijalankan dalam bentuk kuliah dan seminar. Antara tajuk-tajuk yang dibincangkan dalam kuliah termasuklah; profil sosiolinguistik bahasa Melayu, kedwibahasaan dan implikasinya terhadap pembelajaran, sikap dan motivasi dalam pembelajaran bahasa, fungsi pertuturan, kesantunan dan lakuan bahasa dalam komunikasi, kecekapan bahasa dan kecekapan sosiolinguistik dan implikasinya terhadap pembelajaran bahasa.

GGGE6323 *Sociolinguistics in Teaching and Learning of Malay Language*

The course aims to guide students to study Malay Language in various social and cultural contexts. The course also analyses the influence of social and cultural factors on the language systems and language teaching. The course will be conducted in form of lecturer and seminars. Topics covered include; the sociolinguistic profiles of Malay Language, language policies and developments, language varieties, bilingualism and its implication on language learning, attitudes and motivations in language learning, speech function, politeness and speech acts, language and sociolinguistic competence and their implication in language learning.

Rujukan / *References*

Halimah Pondo & Hashim Musa. (2018). *Isu Sosiolinguistik di Malaysia*. Cetakan Ketiga. Serdang: Penerbit Universiti Putra Malaysia.

Fasold, R.W & Connor-Linton, J. (Eds.). (2019). *An Introduction to Language and Linguistic. 4th Edition.* Washington DC: Georgetown University Press.

Mulrooney, K. (2018). Teaching and Learning in Bilingual Classroom: New Scholarship. 3rd Edition. Washington: Gallaudet University Press.

Zamri Mahamod. (2019). *Inovasi P&P dalam Pendidikan Bahasa Melayu.* Cetakan Keempat. Tanjung Malim: Penerbit Universiti Pendidikan Sultan Idris.

Zamri Mahamod. (2021). *Sosiolinguistik dan Pengajaran Bahasa.* Cetakan Keempat. Bangi: Penerbitan Fakulti Pendidikan, Universiti Kebangsaan Malaysia.

GGGE6333 Linguistik Terapan dalam Pengajaran dan Pembelajaran Bahasa Melayu

Pelajar Kursus ini juga bertujuan untuk mempelbagaikan amalan yang berkesan dalam aspek persekitaran pengajaran dan pembelajaran. Linguistik terapan merupakan salah satu bidang baharu yang menekankan kajian berkaitan dengan sifat dan kemanusiaan serta sifat asas bahasa manusia. Ilmu Linguistik Terapan dalam pendidikan melihat kepada pedagogi bahasa, menguji kemahiran bahasa, mencipta bahan pengajaran, membentuk sistem yang terbaik untuk mengatasi masalah berbahasa dalam pendidikan. Perubahan dan penambahbaikan adalah seiring dengan keperluan semasa yang menekankan pengajaran abad ke-21 dengan penggunaan teknologi terkehadapan.

GGGE6333 ***Applied Linguistic in Teaching and Learning Of Malay Language***

This course aims to review the relationship between linguistics and language teaching and learning. This course also aims to diversify effective practices in aspects of the teaching and learning environment. Applied linguistics is one of the new fields that emphasizes studies related to nature and humanity as well as the basic nature of human language. Applied Linguistics in education looks at language pedagogy, testing language skills, creating teaching materials, forming the best system to overcome language problems in education. Changes and improvements are in line with current needs that emphasize 21st century teaching with the use of advanced technology.

Rujukan / ***References***

Fasold, R.W & Connor-Linton, J. (Eds.). (2019). An Introduction to Language and Linguistic. 4th Edition. Washington DC: Georgetown University Press.

Mulrooney, K. (2018). Teaching and Learning in Bilingual Classroom: New Scholarship. 3rd Edition. Washington: Gallaudet University Press.

Mohammad Fadzeli Jaafar & Intan Safinaz Zainudin. (Editor). (2016). Linguistik Terapan dalam Penyelidikan Bahasa. Kuala Lumpur: Dewan Bahasa Dan Pustaka.

Zamri Mahamod. (2021). Psikolinguistik dan Pengajaran Bahasa. Cetakan Keempat. Bangi: Penerbitan Fakulti Pendidikan, Universiti Kebangsaan Malaysia.

Zamri Mahamod. (2022). Linguistik Terapan dan Pendidikan Bahasa Melayu. Edisi Kedua. Cetakan Pertama. Bangi: Penerbitan Fakulti Pendidikan, UKM.

GGGI6123 Literasi dalam Pengajaran dan Pembelajaran Bahasa Melayu

Kursus ini bertujuan memberi pendedahan berkaitan perkembangan bahasa, komunikasi dan literasi awal serta teori dan amalan dalam pendidikan literasi bahasa dalam pengajaran dan pembelajaran. Justeru, kemahiran literasi awal yang melibatkan kemahiran dengar-tutur, kemahiran awal bacaan dan kemahiran awal tulisan perlu dikuasai oleh murid dengan menggunakan pendekatan yang holistik sebelum, semasa dan selepas pengajaran dan pembelajaran berlangsung. Penguasaan literasi bahasa perlu diberi perhatian terutamanya dalam kalangan murid B1, B2, dan B3. Oleh itu, bagi meningkatkan penguasaan literasi bahasa murid, guru perlu kreatif dan berinovasi dalam menyediakan bahan pengajaran sama ada berbentuk maujud mahupun digital bagi menarik minat murid dalam pembelajaran literasi.

GGGI6123 Literacy in Teaching and Learning of Malay Language

This course aims to provide exposure related to language development, communication and early literacy as well as theory and practice in language literacy education in teaching and learning. Thus, early literacy skills involving listening-speaking skills, early reading skills and early writing skills need to be mastered by students using a holistic approach before, during and after teaching and learning takes place. Language literacy should be given

attention especially among B1, B2, and B3 students. Therefore, in order to improve students 'language literacy, teachers need to be creative and innovative in providing teaching materials either in existing or digital form to attract students' interest in literacy learning. teachers can apply the use of theory in the determination of lesson planning and activities in the classroom.

Rujukan / *References*

Dobinson, T. & Dunworth, K. (2019). Literacy Unbound: Multiliterate, Multilingual, Multimodal. Switzerland: Springer Nature Switzerland AG.

Donna E. Alvermann, Norman J. Unrau, Misty Sailors, Robert B. Ruddell. (2018). Theoretical Models and Processes of Literacy. 7th Edision. United Kingdom: Routledge Taylor & Francis Group.

Fellowes, J. ,Oakley, G. (2019). Language, Literacy and Early Childhood Education. Oxford, UK: Oxford University Press.

Knobel, M., Kalman, J. & Lankshear, C. (2020). Data Analysis, Interpretation, and Theory in Literacy Studies Research: A How-To Guide. Boston: Stylus Publishing Bookstore.

Neokleous, G., Krulatz, A. & Farrelly, R. (2020). Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms. New York: IGI Global Publisher of Timely Knowledge.

GGGI6113 Inovasi dalam Pengajaran dan Pembelajaran Bahasa Melayu

Kursus ini memperkenalkan inovasi dalam pengajaran dan pembelajaran Bahasa Melayu. Perbincangan merangkumi aspek konsep dan teori dalam inovasi pengajaran dan pembelajaran, infrastruktur keperluan teknologi, inovasi dan perubahan dalam pendidikan, teknologi dalam pengajaran dan pembelajaran, bahan pengajaran digital di dalam kelas, di luar kelas dengan aplikasi teknologi yang inovatif serta isu dan cabaran dalam penggunaan teknologi. Pelajar membudayakan persekitaran pengajaran dan pembelajaran yang berinovasi seiring dengan perubahan teknologi semasa dalam pendidikan.

GGGI6113 *Innovation in Teaching and Learning of Malay Language*

This course introduces innovation in the Malay Language of teaching and learning. Discussions include conceptual and theoretical aspects in teaching and learning innovation, technology infrastructure needs, innovation and change in education, technology in teaching and learning, digital teaching materials in the classroom, outside the classroom with innovative technology applications as well as issues and challenges in the use of technology. Students cultivate a teaching and learning environment that innovates in line with current technological changes in education.

Rujukan / *References*

Md Said Md Daimon. (2018). Kompilasi Panduan Pelaksanaan PdPc PAK21. Batu Pahat: Pejabat Pendidikan Daerah Batu Pahat.

Ruth Arber, Michiko Weinmann & Jill Blackmore. (Pnyt.). (2020). Rethinking Languages Education: Directions, Challenges and Innovations. New York: Routledge.

Salina Ja'afar, Mary Fatimah Subet & Awang Azman Awang Pawi. (pnyt.). (2018). Pengajaran Bahasa, Budaya, dan Pendidikan: Siri Ilmiah APM-ITBM. Kuala Lumpur: Malaysian Institute of Translation & Books.

Siti Rosni Mohamad Yusoff & Abd Samad Hanif. (2018). Siri Pendidikan Guru: Inovasi Digital dalam Pengajaran dan Pembelajaran. Kuala Lumpur: Oxford Fajar.

Zamri Mahamod. (2019). Inovasi P&P dalam Pendidikan Bahasa Melayu. Cetakan Keempat. Tanjung Malim: Penerbit Universiti Pendidikan Sultan Idris.

GGGE6583 Kajian Bebas

Kursus ini bertujuan untuk meningkatkan kemahiran analitikal dan kemahiran penulisan penyelidikan. Pelajar boleh menghasilkan pelbagai bentuk penulisan penyelidik dengan seliaan daripada penyelia. Di akhir kursus ini pelajar dapat menguasai ilmu penyelidikan dalam bidang pengkhususan masing-masing.

GGGE6583 *Independent Study*

This course focuses on increasing their analytical and research writing skills. Students can produce various forms of research writing under the supervision of a supervisor. At the end of this course, students can master research knowledge in their respective fields of specialization.

Rujukan / *References*

DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Kornuta, H. M., Germaine. R. W. (2019). A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Mertens, D. M. (2019). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. (2021). The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Universiti Kebangsaan Malaysia (2018). Panduan Menulis Tesis Gaya UKM. Bangi: Penerbit UKM.

GGGI6243 Strategi Pengajaran dan Pembelajaran dalam Bahasa Melayu

Kursus ini dibentuk untuk meneroka isu-isu berkaitan strategi pembelajaran bahasa dan latihan strategi. Topik yang dibincangkan termasuklah ciri-ciri pembelajaran bahasa, tipologi strategi pembelajaran bahasa, kaedah untuk mengenal pasti strategi pembelajaran bahasa, faktor yang mempengaruhi strategi pembelajaran bahasa, kajian berkaitan dengan strategi pembelajaran bahasa dalam latihan pembelajaran, tujuan latihan pembelajaran, model latihan strategi dan pendekatan kepada arahan strategi pembelajaran bahasa. Kursus ini juga melihat kepada beberapa model latihan strategi berasaskan Malaysia.

GGGI6243 *Strategy in Teaching and Learning of Malay Language*

Students will be introduced to various types of centers and early childhood education programs as well as legislation and regulations related to the establishment and management of such centers. In addition, students will also review the planning and management plan as well as the operation of the center and quality early childhood education programs. Assessment of centers and early childhood education programs in selected locations is a valuable opportunity for students to translate theory into practice. Finally, students will design and produce a comprehensive plan that includes procedures for establishing and managing early childhood education centers based on literature and field studies conducted.

Rujukan / *References*

Hollie, S. 2017. *Strategies for Culturally and Linguistically Responsive Teaching and Learning*. New York: Teacher Created Materials.

Mohd Isha Awang & Nurulwahida Hj Azid@Aziz. (Pnyt.). 2020. *Strategi Pengajaran dan Pembelajaran*. Sintok: Penerbit Universiti Utara Malaysia.

Oxford, R. L. 2017. *Teaching and Researching Language Learning Strategies: Self-Regulation in Context.* New York: Routledge.

Oxford, R. L., & Amerstorfer, C. M. (Pnyt.). 2018. *Language Learning Strategies and Individual Learner Characteristics: Situating Strategy Use in Diverse Contexts.* New York: Bloomsbury Publishing.

Saifuddin Mahmud & Muhammad Idham. 2017. *Strategi Belajar-Mengajar*. Bandar Aceh: Penerbit Universiti Syiah Kuala.

GGGI6253 Kepelbagaian Sosial dalam Pengajaran dan Pembelajaran Bahasa Melayu

Kursus ini bertujuan untuk mendedahkan tentang kepelbagaian sosial yang wujud dalam kalangan murid di dalam kelas. Oleh itu, guru Bahasa Melayu perlu mengetahui dan memahami setiap jenis, ciri dan faktor perbezaan dalam kalangan pelajar. Antara jenis dan ciri kepelbagaian ini adalah seperti jantina, etnik, budaya, kognitif, sikap, motivasi, minat, kemahiran berfikir, faktor latar belakang sosioekonomi keluarga, gaya pembelajaran dan strategi pembelajaran di dalam kelas Bahasa Melayu. Walau bagaimanapun, dalam penguasaan pembelajaran bahasa Melayu terdapat faktor ektralinguistik yang mendorong murid B2 dan B3 untuk menguasai bahasa Melayu dengan baik. Dengan status murid yang berbeza, kognitif murid yang berbeza, serta keperluan murid yang berbeza dalam pembelajaran, ini dapat membatu guru untuk merancang aktiviti pengajaran dan pembelajaran yang bersesuaian dengan kepelbagaian yang wujud dalam kalangan murid. Malah, guru dapat mengaplikasikan penggunaan teori yang dalam penentuan perancangan pengajaran dan aktiviti di dalam kelas.

GGGI6253 *Social Diversity in Malay Language Teaching and Learning*

This course aims to reveal about the social diversity that exists among students in the classroom. Therefore, Malay language teachers need to know and understand each type, characteristic and factor of differences among students. Among the types and characteristics of this diversity are gender, ethnicity, culture, cognitive, attitude, motivation, interest, thinking skills, family socioeconomic background factors, learning styles and learning strategies in the Malay language classroom. However, in the mastery of Malay language learning there are extralinguistic factors that encourage B2 and B3 students to master the Malay language well. With different student status, different student cognitive, as well as different student needs in learning, this can lead teachers to plan teaching and learning activities that are appropriate to the diversity that exists among students. In fact, teachers can apply the use of theory in the determination of lesson planning and activities in the classroom.

Rujukan / *References*

Rahimah Abdul Aziz, Mohamad Fauzi Sukimi & Nur Hafizah Yusoff. (Pnyt.). 2019. *Malaysia: Pembangunan Negara dan Kerencaman Isu Sosial.* Bangi: Penerbit Universiti Kebangsaan Malaysia.

Sarjit Gil & Lee Yok Fee. 2017. *Masyarakat dan Kepelbagaian Sosial di Malaysia*. Serdang: Penerbit Universiti Putra Malaysia.

Schiele J. dan Spencer M. 2022. *The Future of Race, Ethnicity, and Culture in Social Work: Challenges and Opportunities.* New York: Routledge.

Zamri Mahamod, Jamalul Lail Abdul Wahab & Anita Abdul Rahman. (Eds.). 2019. *Pembelajaran Sepanjang Hayat.* Bangi: Penerbit Universiti Kebangsaan Malaysia.

Zamri Mahamod, Ruslin Amir & Mohamed Amin Embi. 2018. *Kepelbagaian Pelajar dan Perbezaan Pembelajaran*. Cetakan Ketiga. Kuala Lumpur: Dewan Bahasa & Pustaka.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pendidikan Islam

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan bidang Pendidikan Islam yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran kurikulum yang dinamik.
2. Mengintegrasikan pengetahuan dan kemahiran analitis dalam menyelesaikan masalah berkaitan amalan pengajaran dan pembelajaran Pendidikan Islam.
3. Mengaplikasikan kemahiran praktikal, kaedah dan teknik dalam pengajaran dan pembelajaran Pendidikan Islam yang bersesuaian dalam kepelbagaian institusi pendidikan..
4. Mempraktikkan kemahiran interpersonal yang berkesan dalam memberikan perkhidmatan pendidikan kepada pemegang taruh.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam memberikan perkhidmatan pendidikan kepada komuniti.
6. Mengaplikasikan kemahiran digital dalam kepelbagaian persekitaran pendidikan.
7. Mengaplikasikan kemahiran numerik dalam pengurusan maklumat pendidikan Islam.
8. Mempamerkan kemahiran kepimpinan, kebertanggungjawaban dan berautonomi dalam pendidikan Islam.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam pendidikan Islam.
10. Mempamerkan idea keusahawanan dan inovasi untuk meningkatkan kebolehpasaran dalam profesion keguruan dan komuniti.
11. Mengamalkan etika dan nilai profesionalisme keguruan bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGC 6413	Falsafah dan Pemikiran dalam Islam
GGGC 6423	Sumber-sumber Pendidikan Islam
GGGC 6463	Metodologi Pengajaran Pendidikan Islam
GGGC 6473	Peradaban Islam dan Tamadun Dunia
GGGC 6813	Akhlak, Etika dan Pendidikan

Kursus Elektif Bebas
Mana-mana tiga (3) kursus peringkat siswazah

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Islamic Education

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing knowledge in the field of Islamic Education related to teaching and learning in the face of dynamic challenges.*
2. *Integrate knowledge and analytical skills in the problem-solving process related to teaching and learning practices in Islamic Education.*
3. *Applying practical skills appropriate to the field of Islamic Education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties and stakeholders.*
5. *Applying effective communication skills in disseminating information to the community.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field*
7. *Applying various forms of numerical data to solve problems related to Islamic Education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to Islamic Education.*
9. *Applying personal skills through lifelong learning management in Islamic Education.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of educator and community.*
11. *Practicing ethical and professional values related to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073 Research Methodology in Education
GGGB6093 Quantitative and Qualitative Research in Education
GGGB6053 Critical Writing in Research

Programme Core Course

GGGC6413 Philosophy and Thought in Islamic Education
GGGC6423 Sources of Islamic Education
GGGC6463 Islamic Education Teaching Methods
GGGC6473 Islamic Civilization and World Civilization
GGGB6813 Akhlaq and Ethics in Islamic Education

Open Elective Course
Any three (3) postgraduate courses from other fields

Project paper
GGGA6083 Research Proposal
GGGA6094 Research Paper

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan / References

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan / References

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan / *References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGC6413 Falsafah dan Pemikiran dalam Pendidikan Islam

Dua penekanan pengajaran akan diberikan melalui kursus ini: penekanan pertama ditumpukan kepada latar belakang Pendidikan Islam. Dalam bahagian ini, aspek-aspek yang berkaitan dengan definisi konsep-konsep, falsafah, asas-asas, matlamat dan pendekatan Pendidikan Islam akan diberikan penjelasan mendalam dengan merujuk kepada pemikiran-pemikiran tokoh-tokoh pendidikan. Penekanan kedua akan ditumpukan kepada penganalisisan dan perbahasan berkaitan aliran-aliran utama falsafah pendidikan. Selain itu, pelajar juga akan didedahkan dengan konsep Islamisasi ilmu dan klasifikasi ilmu dalam

Islam. Di akhir kursus, diharapkan pelajar dapat memahami keperluan merealisasikan falsafah pendidikan dalam proses pengajaran dan pembelajaran serta penilaian dalam bilik darjah dalam membangunkan potensi insan dari sudut intelek, rohani, fizikal dan emosi.

GGGC6413 Philosophy and Thought in Islamic Education

This course focuses firstly on the background of Islamic education, which defines the basis of Islamic education and deliberates on philosophy, concepts, aims with references from esteemed writers and thinkers in the field. Secondly, the course focuses on the analysis of the different views, schools of thought and debates surrounding the philosophy of education. Students will be also exposed to the concept of Islamization of knowledge and the classification of knowledge in Islam. By the end of the course, it is expected that students realize the need to integrate the educational philosophy in the process of teaching and learning as well as in classroom assessments with a view in developing an integrated potential in man namely in their intellectual, spiritual, physical, and emotional capacities.

Rujukan / *References*

Daun. H & Arjmand, R. 2018. Handbook of Islamic Education. New York: Springer International Publishing

Feldges, T. 2019. Philosophy and the Study of Education: New Perspectives on a Complex Relationship. New York: Routledge

Mohd Farid Mohd Shahran, Zetty Nurzuliana Rashed dan Nur Hanani Hussin (Pnyt). 2022. Model Pendidikan Islam Pembina Perabadan. Kuala Lumpur: Institut Kefahaman Islam Malaysia.

Noor Hisham Md Nawi. 2020. Modul Falsafah Dan Isu Semasa. Bachok: UMK PRESS

Wan Mazwati Wan Yusoff dan Rosnani Hashim. 2022. Doing Philosophy for wisdom in Islamic Education. Kuala Lumpur: IIUM Press.

GGGC6423 Sumber-Sumber Pendidikan Islam

Kursus ini akan membincangkan isu-isu berkaitan sumber-sumber pendidikan Islam untuk meningkatkan profesionalisme pendidik dalam persekitaran yang berbeza merangkumi pengajian tinggi, sekolah, masjid dan institusi-institusi lain. Kursus ini akan memfokuskan kepada pencarian sumber ilmu berkaitan pendidikan islam ilmu dan penulisan kreatif pelajar berkaitan pendidikan zaman Rasulullah s.a.w, Sahabat dan tokoh-tokoh sarjana Islam.

GGGC6423 Sources of Islamic Education

This course offers the exposure of knowledge, skills and application to students base on Islamic Education Sources. This course will discuss issues related to Islamic thought to enhance the professionalism of educators in various fields to celebrate different environments encompassing higher education, schools, mosques and other institutions. This course will focus on the students' pursuit of knowledge and creative writing in relation to the education during the age of Prophet Muhammad S.A.W., his companions and Islamic scholars.

Rujukan / *References*

Abd. Rozak. 2018. al Quran, Hadis, dan Ijtihad Sebagai sumber Pendidikan Islam. Fikrah: *Journal of Islamic Education*, 2(2).

Akmansyah, M 2015. al-Qur'an dan al-sunnah sebagai dasar ideal Pendidikan Islam. *Jurnal Pengembangan Masyarakat Islam*, 8(2): 127-142

Asmau Imam Abdul Kabir. 2016. The Needs and Direction for Changes in Curriculum Standards for Islamic Education. *Islamiyyat*, 38(1): 35-44.

Choudhury, M. A. 2019. An Islamic Epistemological Critique of the Project of Islamization of Knowledge. London *Journal of Research in Humanities and Social Sciences*, 19 (5): 41-60.
Darmadi, H., S.Ag. 2018. Konservasi Sumber Daya Manusia dalam Ekosistem Pendidikan Islam. CV Jendela Sastra Indonesia Press: Jakarta.
Mohd Farid Mohd Shahran, Zetty Nurzuliana Rashed dan Nur Hanani Hussin. 2022. Model Pendidikan Islam Pembina Perabadan. Institut Kefahaman Islam Malaysia. Kuala Lumpur. Malaysia.

GGGC6463 Metodologi Pengajaran Pendidikan Islam

Kursus ini akan membincangkan falsafah dan teori-teori perkaedahan pengajaran dalam Pendidikan Islam dengan merujuk kepada perkaedahan yang diutarakan oleh Nabi Muhammad dan tokoh-tokoh pendidikan. Pelajar akan menganalisis dan menilai secara kritis kaedah pengajaran, gaya pengajaran dan pembelajaran, strategi pengajaran, serta bahan bantu mengajar yang berkesan. Selain itu, pelajar juga akan menganalisis kaedah-kaedah pengajaran yang berkesan untuk pengajaran pendidikan non-formal.

GGGC6463 Islamic Education Teaching Methods

This course will discuss the philosophy and theories in the teaching methods of Islamic Education referring to the methods used by Prophet Muhammad and other learned scholars in education. Students will critically analyse and asses the teaching methods, teaching and learning styles, teaching strategies and teaching aids. Effective teaching methods for non formal education will also be analysed.

Rujukan / *References*

Azwani Masuwai, Hafizhah Zulkifli, Ab Halim Tamuri. 2022. Elements of Teacher Quality for Islamic Education Teacher in Malaysia. *International Journal of Special Education*. 37 (3s). 934-946.
Hainora Hamzah, Mohd Isa Hamzah, dan Hafizhah Zulkifli. 2022. Systematic Literature Review on the Elements of Metacognition-Based Higher Order Thinking Skills (HOTS) Teaching and Learning Modules. *Sustainability*. 14, 813.
Halimah Abd Halim, Mohd Isa Hamzah, Hafizhah Zulkifli. 2022. The Teachers' Conception of Understanding Classroom Based Assessment (CBA) in Malaysia. *International Journal of Special Education*. 37 (3s). 196-210.
Mohd Farid Mohd Shahran, Zetty Nurzuliana Rashed dan Nur Hanani Hussin. 2022. Model Pendidikan Islam Pembina Perabadan. Institut Kefahaman Islam Malaysia. Kuala Lumpur. Malaysia.
Wan Mazwati Wan Yusoff dan Rosnani Hashim. 2022. Doing Philosophy for wisdom in Islamic Education. IIUM Press. Kuala Lumpur.

GGGC6473 Peradaban Islam dan Tamadun Dunia

Kursus ini akan membincangkan isu-isu peradaban Islam semenjak zaman Rasulullah (S.A.W), sehinggalah ke hari ini dalam menghadapi tamadun dunia. Walau bagaimana pun fokus perbincangan bukanlah terhadap aspek sejarah semata-mata tetapi penekanan adalah terhadap perkembangan bidang pendidikan dalam membina peradaban ummah masa lalu sekaligus menjadi panduan bagi menghadapi cabaran alaf baru. Perbandingan di antara tamadun Greek-Islam-Moden akan turut dibicarakan. Skop perbincangan meliputi aspek pemikiran, budaya, falsafah, kurikulum, metodologi dan sistem nilai masyarakat Islam. Penjelasan dan analisis setiap zaman akan ditumpukan terhadap pembinaan tamadun yang berpaksikan kepada konsep pendidikan yang ideal, tetapi dalam masa yang sama bersifat praktis dan sesuai dengan realiti semasa dalam peradaban Islam, Dunia dan Melayu.

GGGC6473 Islamic Civilization and World Civilization

This course will discuss the concept and basis of Islamic civilization pertaining to the era of the Prophet Muhammad (SAW) and his legacies until the modern times of today. The focus is not solely historical but also on the development of the educational system in developing the morality of the previous ummah from yesterdays until the ummah of today especially in the facing the challenges in the coming decades. Comparisons will be made between Greek, Islamic and modern civilizations in areas such as culture, thought, philosophy, curriculum, methodology, and the value system in Islam. Analysis of the difference area will be focused on how each civilization developed because on the ideals of the concepts of education as well as the realities of Islamic, World, and Malay Civilization.

Rujukan / *References*

Adibah Sulaiman @ Mohamad dan Mashitah Sulaiman. 2019. TITAS Tamadun Islam dan Tamadun Dunia. Universiti Sains Islam Malaysia. Nilai

Ahmad Akram Sanusi, Mohd Aderi Che Noh, Maimun Aqsha Abdin Lubis, Mohd Hakiman Zakaria. 2019. Isu dan cabaran dalam pembinaan peradaban dan tamadun islam di Brunei. Proceeding Of The 12th International Workshop And Conference Of Asean Studies In Islamic And Arabic Education, Linguistics, Social Sciences, And Educational Technology, 104-112

Khairul Azhar Meerangani. 2019. Peranan ulama dalam penyebaran ajaran Islam di Pulau Besar Melaka. Penyebaran. *Jurnal Al-Tamaddun*, Bil. 14 (2), 65-74,

Mat Rofa Ismail. 2021. Kerdipan Sinar Islam di Langit Transoxiana & Rusia. Inspirasi Media. Negeri Sembilan.

Roziah Sidik @ Mat Sidek, 2019. Revolusi industri 4.0 dalam pendidikan islam: pengalaman kursus sains dan teknologi dalam tamadun islam. Prosiding Seminar Serantau Pengajian Tinggi Islam (SeIPTI) Ke-6, 351-360.

GGGB6813 Akhlak dan Etika dalam Pendidikan Islam

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang teori-teori asas akhlak dan etika/moral, teori-teori perkembangan akhlak dan moral individu serta prinsip-prinsip akhlak dan moral, seperti konsep obligasi dan tanggungjawab, tingkah laku moral/akhlak, pertimbangan moral/akhlak, penaakulan moral, emosi moral, dan implikasinya terhadap pertimbangan dan tingkah laku akhlak dan moral dalam masyarakat masa kini. Nilai-nilai murni dalam masyarakat pelbagai kaum di Malaysia serta isu-isu akhlak dan moral juga akan dibincangkan untuk meningkatkan tahap kesedaran pelajar tentang kepentingan akhlak dan moral dalam pendidikan dan pendidikan guru. Kandungan kursus juga meliputi aspek-aspek penting pendidikan nilai dalam system pendidikan di Malaysia dari segi kurikulum seperti rasional,matlamat, objektif dan organisasi kandungan kurikulum dan aspek-aspek pedagogi seperti pendekatan, kaedah dan teknik pengajaran pembelajaran pendidikan nilai. Selain kuliah, pelajar akan mengadakan kajian lapangan berkenaan isu-isu moral/akhlak semasa yang telah dibentangkan dalam forum dan seminar di peringkat kebangsaan dan antarabangsa.

GGGB6813 Akhlaq and Ethics in Islamic Education

The purpose of this course is to deliberate the basic theories of morality and ethics, theories of development in individual moral and ethics and the principles involved i.e concept of obligation and responsibilities, behaviours, balance in morality and ethics, internalizing morality, emotions and their implications in contemporary society. Noble values within the multi-ethnic and diverse population of Malaysia and issues on morality and ethics will also be discussed in an attempt to promote awareness on the importance of morality and ethics in education and in teacher education. The course also includes the various aspects in value education in the Malaysian educational system i.e the rationale, objectives, curriculum content and organization, approaches as well as teaching and learning technique in value education. Seminars and discussion on local and international issues, studies and research will also be a part of the course.

Rujukan / *References*

Adibah Binti Abdul Rahim. 2013. Understanding Islamic Ethics And Its Significance On The Character Building. *International Journal Of Social Science And Humanity*, Vol. 3, No. 6, November 2013.

Charanjit Kaur Swaran Singh, Tarsame Singh Masa Singh, Eng Tek Ong, Nadarajan Thambu , Mohd Zailani Mohd Yusoff, Sasigaran Moneyam, Nadiah Yan Abdullah. 2020. Pre-Service Teachers' Perceptions of Lecturers' Teaching and Learning Strategies in Moral Education. *Universal Journal of Educational Research* 8(11B): 6307-6312

Fatimah Abdullah. 2012. Teaching Islamic Ethics And Ethical Training: Benefiting From Emotional And Spiritual Intelligence. *International Journal Of Humanities And Social Science* Vol. 2 No. 3; February 2012. P224-232

Fatimah Abdullah. 2014. Virtues And Character Development In Islamic Ethics And Positive Psychology *International Journal Of Education And Social Science* 1(2): 69-77

Michael Hand. 2020. Moral education in the community of inquiry. *Journal of Philosophy in Schools* 7(2)

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.
Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.
Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.
Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

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Master of Education in Teaching English as a Second Language

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of Teaching English as a Second Language.*
2. *Analysing information in the problem-solving process based on analytical skills related to Teaching English as a Second Language.*
3. *Applying practical skills appropriate to the field of Teaching English as a Second Language in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of Teaching English as a Second Language*
5. *Applying effective communication skills in disseminating information within the field of Teaching English as a Second Language either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of Teaching English as a Second Language through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to Teaching English as a Second Language.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to Teaching English as a Second Language.*
9. *Applying personal skills through lifelong learning management and committed to Teaching English as a Second Language practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of Teaching English as a Second Language*
11. *Practicing ethical and professional values related to Teaching English as a Second Language to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073 Research Methodology in Education
GGGB6093 Quantitative and Qualitative Research in Education
GGGB6053 Critical Writing in Research

Programme Core Course
****Choose five (5) courses only***

GGGE6223 Multilingual and Multicultural Education
GGGE6313 Psycholinguistics in English Language Teaching
GGGE6193 Sociolinguistics in English Education
GGGE6383 Materials for Language Teaching and Learning
GGGE6143 Research into the Teaching & Learning of Literature
GGGE6113 Technology-Enhanced Language Learning: Current Research and Trends
GGGE6153 Assessment in English Language Teaching

Elective Course in Specialisation
GGGE6403 Bilingualism and the Language classroom
GGGE6623 Seminar in Current Approaches to TESL
GGGE6173 Narrative Inquiry into English Literacy Education

Project paper
GGGA6093 Educational Research and Publication I
GGGA6084 Educational Research and Publication II

Course Synopsis

GGGB6073 Research Methodology in Education

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

References

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

References

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

References

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGE6233 Multilingual and Multicultural Education

The aim of this course is to introduce the concepts, purposes, assumptions and principles of multilingual and multicultural education. Also discussed are issues, theories, and practice related to multilingual and multicultural education through a comparison between the framework of education and culture of developed nations and Malaysia. Cross-cultural communication and education are given emphasis as components that underlie multilingual and multicultural education through an assessment of its implications on the curriculum, teachers, and students.

References

Asmah, Omar. (ed.) 2017. *Languages in the Malaysian Education System: Monolingual Strands in Multilingual Settings.* NY: Routledge.

Banks, J.A & Banks, C.A. (ed). 2019. *Multicultural Education: Issues and Perspectives* (10th edition). IN: John Wiley and Sons.

Joseph Lo Bianco, J.L. & Bal, A. (eds). 2016. *Learning from Difference: Comparative Accounts of Multicultural Education*. NY: Springer.

UNESCO Institute for Lifelong Learning. 2016. *Literacy in multilingual and multicultural contexts.* https://unesdoc.unesco.org/ark:/48223/pf0000245513

Wernicke, M., Hammer, S., Hansen, A., Schroedler, T. (eds). 2021. *Preparing teachers to work with multilingual learners*. Bristol: Multilingual Matters.

GGGE6313 ***Psycholinguistics in English Language Teaching***

This course is an introduction to psycholinguistics and thus exposes students to issues related to First Language Acquisition, Second Language Acquisition and Learning, Language and Mind, and to other topics related to the psychology of language production and comprehension. The focus is on the cognitive and affective aspects of language learning. Implications for the second language classroom are also drawn from the various topics discussed.

References

Erma F. A. H. & Maslawati M. 2018, The Interference of Mother Tongue (L1) in Producing Complex Sentences in a Rural Religious School in Perak. *Jurnal Paradigma*, 18, *Special edition.*

Faizah, M., Ainul A. M. 2017. *Toolkits for 21st Century Teaching: Practical Implication for the 4th Industry Skills Development*. Penerbit UiTM.

Friederici, A. D 2017. Language in our Brain. Cambridge: Massachusettes Institute of Technology.

Pamela Lim Mei Shan & Maslawati Mohamad. 2017. The influence of Iban language on ESL acquisition: A conceptual analysis. *ELT Matters 6*. Serdang: UPM Press.

Sedivy, J. 2019. *Language in Mind: An Introduction to Psycholinguistics*. 2nd Edition. US: Sinauer Associations Inc.

GGGE6193 ***Sociolinguistics in English Language Education***

The course aims to guide students to study languages, specifically English, in various social and cultural contexts. The course also analyses the influence of social and cultural factors on the language systems and language teaching. The course will be conducted in form of lectures and seminars. Topics covered include; the sociolinguistic profiles English, language policies and developments, language varieties, bilingualism and its implication on language learning, attitudes and motivations in language learning, speech functions, politeness and speech acts, language and sociolinguistic competence and their implications in language learning.

References

Holmes, J. and Wilson, N. 2017. *An Introduction to Sociolinguistics*. 5th Edition. New York: Routledge.

Jaspers, J. 2018. Language education policy and sociolinguistics. *The Oxford handbook on language policy and planning*, 704-723.

Meyerhoff, M. 2018. *Introducing sociolinguistics*. Routledge.

Herk, G.V. 2017. *What Is Sociolinguistics?* Oxford: Wiley Blackwell

Wardhaugh, R., & Fuller, J. M. 2021. *An introduction to sociolinguistics*. John Wiley & Sons.

GGGE6383 ***Materials for Language Teaching and Learning***

The purpose of this course is to guide students to choose, develope and evaluate material for effective language learning in the classroom. Among the topics that to be discussed are: language learning and education material features; instructional materials and language learning determinant; materials for language teaching in school; computer-based language teaching; self-assed learning materials; language learning materials based upon web, internet and multimedia; formation and evaluation of language software and issues of text book evaluation.

References

Cheung, Y. L., Said, S. B, & Park, K. (2015). *Advances and Current Trends in Language Teacher Identity Research*. London and New York: Routledge Taylor and Francis Group.

Cohen, L., Manion, L. & Marrison, K. (2017). *Research Methods in Education*. London and New York: Routledge Taylor and Francis Group.

McGrath, I. (2016). *Materials Evaluation and Design for Language Teaching* Ed.: Edinburgh University Press.

Melor Md Yunus. (2018). Innovation in Education and Language Learning in 21st Century. *Journal of Sustainable Development Education and Research*, 2(1), 33-34.

Melor Md. Yunus & Mohd Azmanuddin bin Azman. (2019). Memory Stay or Stray?: Irregular Verbs Learning Using Kahoot!. *Arab World English Journal*, 5(15), 206-219.

GGGE6143 Research into the Teaching & Learning of Literature in English

This course will introduce teachers to the aims and philosophy of teaching Literature in English locally and globally. It will further guide them on the pedagogical approaches to teaching and learning of literature in English as a way to develop critical appreciation, cultural awareness and cosmopolitan consciousness for students whose English is a Second Language (ESL). In this course, they will also learn about doing research on the teaching and learning of literature in English.

References

Azlina Abdul Aziz & Nurul Shahira Mohd Raffi. (2019). Developing board games to teach literary elements in 'To Kill a Mockingbird', *Revista de Ciencias Sociales y Humanidades*, 4(21), 118 - 127

Abdul Aziz, A., & Mohd Raffi, N.S. (2020). The Effectiveness of Utilising Drama Performance in Enhancing Student Teachers' Engagement with the Novel 'To Kill A Mockingbird' By Harper Lee. *Arab World English Journal for Translation & Literary Studie*s, 4 (1), 70- 83

Choo S.S. (2019). World-Seeing and World-Making: The Role of Aesthetic Education in Cultivating Citizens of the World. In: Peterson A., Stahl G., Soong H. (eds) The Palgrave Handbook of Citizenship and Education. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-67905-1_72-1

Choo, S. (2013). *Reading the World, the Globe, and the Cosmos: Approaches to Teaching Literature for the Twenty-first Century* (Global Studies in Education Book 28) . Peter Lang. Kindle Edition

Tan, Y. Z., & Abdul Aziz, A. (2020). Producing Global Malaysian Secondary Students through Foreign Novels: Perspectives. *International Journal of English Language and Literature Studies*, 9(3), 132-142.

GGGE6113 *Technology-Enhanced Language Learning: Current Research and Trends*

In this course, students will explore pedagogical, empirical, and theoretical issues regarding technology-enhanced language teaching and learning. Students will be introduced to theories underpinning the design and implementation of technology-enhanced language learning, TPACK model, as well as technology acceptance models and theories in relation to technology-enhanced language learning. Students will also explore and review research in the field of technology enhanced language learning (TELL) and their relevance to second language acquisition and different learning theories.

References

Chapelle, C. A. (2020). *An introduction to Language Testing's first Virtual Special Issue: Investigating consequences of language test use*. Language Testing, 0265532220928533.

Chapelle, C. A. (2019). Technology-mediated language learning. The Cambridge handbook of second language learning, 575-96.

Chang, M. M., & Hung, H. T. (2019). *Effects of Technology-Enhanced Language Learning on Second Language Acquisition*. Journal of Educational Technology & Society, 22(4), 1-17.

Harwati Hashim, Melor Md Yunus & Mohamed Amin Embi.(2019). Mobile Learning in an ESL Context. Penerbit UKM.

Herodotou, C., Sharples, M., Gaved, M., Kukulska-Hulme, A., Rienties, B., Scanlon, E., & Whitelock, D.(2019). *Innovative pedagogies of the future: An evidence-based selection*. In Frontiers in Education (Vol. 4, p. 113). Frontiers.

GGGE6153 ***Assessment in English Language Teaching***

In this course, students will be able comprehend, discuss and apply the principles and purposes of language testing and evaluation, different test types and evaluation modes and their implications for teaching and learning English as a second language. They will read, review and synthesize past studies on language assessment and evaluation.

References

Arshad A. S. 2019. *Essentials of language testing for the Malaysian Teachers.* 2nd Ed. Serdang: Universiti Putra Press.

Bachman, L. & Damböck, B. 2018. Language assessment for classroom teachers: assessment for teachers (Oxford handbooks for language teachers). *UK: Oxford*

Brown, H. D. & Abeywickrama, P. 2019. Language Assessment: Principles and classroom practices (2nd Edition). *New York: Pearson-Longman*

Gorsuch, G. & Griffee, D. T. 2017. Second language testing for student evaluation and classroom research. USA: Information Age Publishing.

Helman, L., Ittner, C., McMaster, K. L. 2019. Assessing Language and Literacy with Bilingual Students: Practices to Support English Learners. New York: The Guilford Press

GGGE6403 ***Bilingualism and the Language Classroom***

The course introduces students to the concepts of bilingualism and second language acquisition (SLA), particularly among young learners. This course provides an overview of the different bilingual contexts in Malaysia and other parts of the world. These are discussed in relation to SLA. Other areas covered include bilingual policy, SLA theories and practices, the social and individual nature of bilingualism and SLA, the different types of bilingual education programmes for SLA, their practices, and assessment. At the end of the course, students are expected to demonstrate their understanding of the concepts discussed and develop a Bilingual Education Programme for SLA in Malaysia's context.

References

Altarriba, J. & Heredia, R. R. (Eds.). 2018. *An Introduction to Bilingualism: Principles and Processes*. 2nd edition. New York: Routledge.

Baker, C. & Wright, W. E. 2017. *Foundations of Bilingual Education and Bilingualism*. 6th edition. Bristol, UK: Channel View Publications.

Oliver, R. and Nguyen, B. 2018. (eds). *Teaching Young Second Language Learners: Practices in Different Classroom*. NY: Routledge.

Rod, Ellis. 2015. *Understanding Second Language Acquisition*. 2nd edition. Oxford: Oxford University Press.
Shin, S. J. 2018. *Bilingualism in Schools and Society: Language, Identity, and Policy*. 2nd edition. New York: Routledge.

GGGE6623 ***Seminar on Current Approaches to Teaching English as a Second Language***

This seminar is a platform for discussion on current developments in English learning teaching and their implications in teaching and learning. Students will review, discuss and analyze the rationale, concept and strategies in current approaches to TESL. Students will also reflect on their own experiences to strengthen their existing knowledge and skills and share these with others. Topics chosen for the seminar presentations are those related to current approaches to TESL. The seminar will also prepare students with the skills for presentations and discussion.

References

Cheung, Y. L., Said, S. B., & Park, K. (2014). *Advances and Current Trends in Language Teacher Identity Research (1st Ed.)* Routledge.
Kong, M. (2018). The Hopes and Experiences of Bilingual Teachers of English: Investments, Expectations and Identity. Routledge.

Pardede, P. (2019). Action Research in EFL Learning and Teaching.

Newton, J., Ferris, D., Goh, C., Grabe, W., Stoller, F., & Vandergrift, L. (2018). Teaching English to Second Language Learners in Academic Contexts. New York: Routledge.

Svalberg, A. M. L. (2018). Researching language engagement; current trends and future directions. Language Awareness, 27(1-2), 21-39.

GGGE6173 ***Narrative Inquiry into English Literacy Education***

This course aims to examine the principles in research and review current development in narrative inquiry research on the teaching of English literacy education. The course will be conducted in the form of lectures, seminars and workshop. Topics covered include; the concept of narrative inquiry which includes oral history, autobiography and autoethnography. The focus is to enable students to examine and evaluate educational studies on English literacy education particularly from the aspects of research design and methodology, specifically the method for data collection and analysis, as well as to examine the format of research writing. Students will also be asked to carry out a language study; applying the principles learned and write a report using the appropriate registers and style in academic writing.

References

Abdul Aziz, A., Narayanasamy, J., Mohamad, M. & Abdul Hameed, H. (2019). Student teachers' experiences of creating Oral History texts, *3L: The Southeast Asian Journal of English Language Studies*, 25(3), pp. 79 – 89)
Abdul Aziz, A. & Chang, S. Y. (2021). *Hysterical daydreaming: Personal Narrative of Malaysian Youths' Schooling Experiences,* Bangi: Penerbit UKM.
Abdul Aziz, A. & Yamat, H. (Eds.) (2020). *Qualitative Research Designs – The Researcher's Consideration And Choices*. Bangi: Penerbit UKM
Abdul Aziz, A. (2020). Chapter 3: Kitaab Club: Utilising Critical Autoethnography at an ESL Elementary afterschool Programme at the Arab American Association of New

York (AAANY), Brooklyn. In Abdul Aziz, A. & Yamat, H. (Eds) (2020). *Qualitative Research Design: The Researcher's Choice And Consideration*, Bangi: Penerbit UKM.
Kim, Jeong-Hee. (2016). *Understanding Narrative Inquiry: The Crafting and Analysis of Stories as Research*. SAGE Publications. Kindle Edition.

GGGA6093 ***Educational Research and Publication I***

This course aims to assist students to apply their research and publishing skills with a focus on the field of teaching and learning English as a second language. Students will be guided to identify effective writing strategies by analysing high-quality articles from state-of-the-art and high impact journals. They will also be introduced to research and publication ethics and integrity. Through this course, students will be trained with necessary skills in formulating research paper title, choosing a research design that aligns with the research questions, and identifying accurate research instruments in preparation of a pilot study. At the end of this course, students are able to apply the acquired knowledge to produce a secondary research article (e.g. systematic review, meta-analysis, conceptual paper, etc.) and to prepare for an empirical study.

Course requirement (Pass all the courses below)

GGGB6073 Research Methodology in Education
GGGB6053 Critical Writing in Research

References

Jaakkola, E. (2020). Designing conceptual articles: four approaches. *AMS Rev*, 10, 18–26. https://doi.org/10.1007/s13162-020-00161-0
Paltridge, B. & Starfield, S. (2016). *Getting Published in Academic Journals: Navigating the Publication Process*. Michigan Press.
Swales, J. M. & Feak, C. B. (2012). *Academic writing for graduate students (3rd edition).* University of Michigan Press.
Turabian, K. L. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers*. 9th edition. The University of Chicago Press.
Vogt, P. W., Gardner, D. C., & Haeffele, L. M. (2012). *When to Use What Research Design*. Guilford Press.

GGGA6084 ***Educational Research and Publication II***

This course is a continuation of Research and Publication in English Language Teaching I. In the first part of the course, students will be guided to critique the rhetorical strategies and move analysis of the research methodology, findings, discussion, and conclusions from selected highquality articles from state-of-the-art and high impact journals. Students will also be guided to select the most effective strategies in analysing empirical data. In the second part of the course, students will be trained to critique and present the nuances of academic writing between theses and research articles. The final aim is for students to apply the acquired knowledge to produce and publish an empirical research article.

Course requirement (Pass all the courses below)

GGGB6073 Research Methodology in Education
GGGB6093 Quantitative and Qualitative Research in Education
GGGB6053 Critical Writing in Research
GGGA6093 Educational Research and Publication I

References

Bruce, I. (2010). Academic Writing and Genre : A Systematic Analysis. Continuum Publishing

Guccione, K. & Wellington, J. (2017). *Taking Control of Writing Your Thesis A Guide to Get You to the End*. Bloomsbury Academic.

Paltridge, B. & Starfield, S. (2016). *Getting Published in Academic Journals: Navigating the Publication Process*. Michigan Press.

Turabian, K. L. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations, 9th Edition: Chicago Style for Students and Researchers*. 9th edition. The University of Chicago Press.

Vogt, P. W., Vogt, E. R., & Gardner, D. C. (2014). *Selecting the Right Analyses for Your Data: Quantitative, Qualitative, and Mixed Methods*. The Guilford Press.

Sarjana Pendidikan dalam Pendidikan Matematik

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang pendidikan matematik.
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang pendidikan matematik.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang pendidikan matematik dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal serta bekerjasama dengan memberi perkhidmatan untuk kepentingan pelbagai pihak terutamanya dalam bidang pendidikan matematik.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang pendidikan matematik sama ada melalui penulisan atau percakapan.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas serta menyebarluaskan maklumat berkaitan bidang pendidikan matematik melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi menyelesaikan masalah berkaitan bidang pendidikan matematik.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu pendidikan matematik.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang pendidikan matematik.
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang pendidikan matematik.
11. Mengamalkan nilai etika dan profesional berkaitan bidang pendidikan matematik bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program
*Pilih lima (5) kursus sahaja

GGGE6633	Asas Pendidikan Matematik
GGGM6313	Trend Penyelidikan dalam Pendidikan Matematik
GGGM6353	Elemen Sejarah dalam Pengajaran Matematik
GGGM6113	Pentaksiran dan Intervensi dalam Pendidikan Matematik
GGGM6133	Penyelesaian Masalah dan Penjanaan Masalah Matematik
GGGM6153	Pembelajaran berasaskan Projek Matematik dalam STEM
GGGM6273	Pengajaran Matematik Awal bagi Murid Prasekolah dan Pendidikan Khas

Kursus Elektif Bidang Pengkhususan
*Pilih tiga (3) kursus sahaja

GGGL6113	Analisis Data Kuantitatif
GGGE6583	Kajian Bebas
GGGM6423	Perkembangan Profesionalisme dalam Pendidikan Matematik
GGGM6443	Tinjauan Literatur Bersistematik dan Meta-Analisis dalam Penyelidikan Matematik
GGGM6413	Aplikasi Teknologi dalam Pengajaran Matematik

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Mathematics Education

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of mathematics education.*
2. *Analysing information in the problem-solving process based on analytical skills related to mathematics education.*
3. *Applying practical skills appropriate to the field of mathematics education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of mathematics education*
5. *Applying effective communication skills in disseminating information within the field of mathematics education either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of mathematics education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to mathematics education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to mathematics education.*
9. *Applying personal skills through lifelong learning management and committed mathematics education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of mathematics education.*
11. *Practicing ethical and professional values related to mathematics education to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

*Choose only five (5) courses

GGGE6633	*Mathematic Educational Foundation*
GGGM6313	*Research Trend in Mathematics Education*
GGGM6353	*Elements of History in Teaching Mathematics*
GGGM6113	*Assessment and Intervention in Mathematics Education*
GGGM6133	*Problem Solving and Developing Matematical Problem*
GGGM6153	*Learning Based on Matematics Project in STEM*

GGGM6273	*Teaching Early Mathematic for Pre-school and Special Education*

Elective Course in Specialisation

**Choose only three (3) courses*

GGGL6113	*Quantitative Data Analysis*
GGGE6583	*Independent Study*
GGGM6423	*Professionalisme Development in Mathematics Education*
GGGM6443	*Systematic Literature Review and Meta-Analaysis in Mathematical Research*
GGGM6413	*Technology Application in Teaching Mathematics*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan*/References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan*/References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGE6633 Asas Pendidikan Matematik

Kursus bertujuan memberi pendedahan kepada pelajar tentang bidang-bidang dalam pendidikan yang mempunyai kaitan dengan amalan pengajaran dan pembelajaran (PdP) matematik. Antara tajuk-tajuk yang dibincangkan ialah falsafah, kurikulum, psikologi, sosiologi, komunikasi, pengetahuan dalam pengajaran, kemahiran berfikir dan penyoalan dalam pendidikan matematik. Setiap tajuk akan dibincangkan secara am, diikuti dengan kepentingannya dalam pendidikan dan penyelidikan matematik. Selain itu, teori dan kajian lepas yang berkaitan tajuk perbincangan akan turut dibincangkan. Pelajar juga mencadangkan satu inovasi dalam pengajaran dan pembelajaran matematik.

GGGE6633 Mathematic Educational Foundation

This course aims to provide an exposure to the different fields in education related to mathematics' teaching and learning. Among the course content are philosophy, curriculum, psychology, sociology, communication, teaching knowledge, thinking skills, and questing in mathematics education. Every topic discussed will be generally followed by its importance in education and mathematical research. Students are required to propose an innovation in teaching and learning of mathematics.

Rujukan/*References*

Bovill, C. 2020. Co-creating learning and teaching: Towards relational Pedagogy in Higher Education. Essex, UK. Critical Publishing.

Chinn, S. (2020). How to teach maths: Understanding learners' needs. Routledge.

Leonard, J. (2018). Culturally specific pedagogy in the mathematics classroom: Strategies for teachers and students. Routledge.

Liping. Ma. (2020). Knowing And Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in China and the United States.

Routledge.

Tan, P., Padilla, A., Mason, E. N., & Sheldon, J. (2019). Humanizing disability in mathematics education: Forging new paths. In Humanizing Disability in Mathematics Education: Forging New Paths. The National Council of Teachers of Mathematics, Inc.

Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. 2018. Elementary and Middle School Mathematics: Teaching Developmentally (10th ed.). England: Pearson.

GGGM6313 Trend Penyelidikan dalam Pendidikan Matematik

Kursus ini bertujuan untuk membolehkan pelajar mendapat pengetahuan dan kemahiran dalam aspek-aspek penyelidikan dalam pendidikan matematik melalui analisis trend penyelidikan. Pelajar diharap akan mendapat pengetahuan terkini hasil dari perbincangan dan kritikan mengenai penyelidikan matematik yang diterbitkan dalam jurnal-jurnal seperti Journal for Research in Mathematics Education. Pelajar juga diminta untuk menghasilkan manuskrip penyelidikan dalam pendidikan matematik. Kursus akan dijalankan secara seminar dan perbincangan.

GGGM6313 Research Trend in Mathematics Education

The purpose of this course is to impart knowledge and skills in research in mathematics education based on the trend analysis. Students are expected to retrieve new knowledge from the discourses, discussion and critics on research in mathematics published in journals like the Journal for Research in Mathematics Education (JRME). Students are required to produce a research manuscript in teaching and learning of mathematics. This course is conducted in the form of seminars and discussions.

Rujukan/*References*

Bobis, J., Way, J., Attard, C., Anderson, J., McMaster, H., & Cartwright, K. (2020). Research in Mathematics Education in Australasia 2016–2019. Research in Mathematics Education in Australasia 2016–2019, 1-5.

Brown, T. (2020). A contemporary theory of mathematics education research. Springer.

Durand-Guerrier, V., Hochmuth, R., Nardi, E., & Winsløw, C. (Eds.). (2021). Research and development in university mathematics education: Overview produced by the international network for didactic research in university mathematics. Taylor and Francis Ltd.

Leatham, K. R. (Ed.). (2019). Designing, Conducting, and Publishing Quality Research in Mathematics Education. Springer.

Planas, N., Morgan, C., & Schütte, M. (Eds.). (2021). Classroom research on mathematics and language: Seeing learners and teachers differently. Routledge.

GGGM6353 Elemen Sejarah dalam Pengajaran Matematik

Kursus ini bertujuan mendedahkan pelajar dengan pengetahuan dalam bidang sejarah perkembangan sejarah matematik termasuk mengenal pasti latar belakang dan sumbangan ahli matematik terkenal daripada zaman purba hingga moden. Kursus ini turut menekankan kepada sejarah matematik dalam konteks tempatan. Perkaitan sejarah matematik dalam sistem pendidikan matematik di sekolah turut dibincangkan. Pelajar juga diminta merumuskan kebenaran fakta sejarah matematik yang sedia ada dalam konteks pengajaran dan pembelajaran matematik secara beretika.

GGGM6353 Elements of History in Teaching Mathematics

The purpose of this course is to expose students with the knowledge in the development of mathematical history including the background and the contribution of famous mathematician from ancient to modern times. This course enhances the history of mathematics in local context. The relationship of history of mathematics in educational system in school is also discussed. Students are required to Summarize the truth of existing mathematical historical facts in the context of teaching and learning mathematics ethically.

Rujukan/*References*

De Risi, V. (Ed.). (2020). Leibniz and the Structure of Sciences: Modern Perspectives on the History of Logic, Mathematics, Epistemology (Vol. 337). Springer Nature.

Shapiro, S., & Hellman, G. (Eds.). (2020). The History of Continua: Philosophical and Mathematical Perspectives. Oxford University Press.

Sonar, T. (2020). 3000 Years of Analysis: Mathematics in History and Culture. Springer Nature.

Stillwell, J. (2019). A concise history of mathematics for philosophers. Cambridge University Press.

Toth, G. (2021). Elements of Mathematics: A Problem-Centered Approach to History and Foundations. Springer International Publishing.

GGGM6113 Pentaksiran dan Intervensi dalam Pendidikan Matematik

Kursus ini memberi pendedahan kepada pelajar jenis-jenis pentaksiran dan keperluan intervensi dalam proses pengajaran dan pembelajaran. Skop kursus merangkumi aspek penilaian, teori dan model pentaksiran serta jenis pentaksiran untuk kesemua peringkat pelajar dalam pengajaran dan pembelajaran matematik. Pelajar juga akan mempelajari hubungkait hasil pembelajaran dengan pembelajaran, kaedah dan konsep pemarkahan. Dengan memperkenalkan strategi pentaksiran yang praktikal, pelajar akan diperkenalkan dengan pelbagai kaedah intervensi bagi masalah pembelajaran matematik seperti miskonsepsi. Strategi tersebut merangkumi aktiviti eksplorasi, pengecaman dan penulisan. Pelajar akan bekerja dalam kumpulan, berpasangan atau individu secara dalam talian atau bersemuka. Selain itu pelajar akan merancang dan melaksanakan intervensi secara efektif bagi bagi meningkatkan pencapaian bagi pelajar yang menghadapi masalah dalam matematik.

GGGM6113 Assessment and Intervention in Mathematics Education

This course provides students with exposure to the types of assessment and intervention needs in the teaching and learning process. The scope of the course includes aspects of assessment, theory and assessment models as well as types of assessment for all levels of students in mathematics teaching and learning. Students will also learn to relate learning outcome and assessment, scoring technique and concept. By implementing practical assessment strategies, students will be introduced to various methods of intervention for mathematical learning problem such as misconception. Such strategies include activities involving exploration, identification and writing. Students will in groups, in pairs or online or face-to-face. In addition, students will plan and implement effective interventions to improve achievement for students who facing challenges in mathematics.

Rujukan/*References*

Assouline, S. G., & Lupkowski-Shoplik, A. (2021). Developing math talent: A comprehensive guide to math education for gifted students in elementary and middle school. Routledge.

Bay-Williams, J., & Kling, G. (2019). Math fact fluency: 60+ games and assessment tools to support learning and retention. ASCD.

Chinn, S. (2020). More trouble with maths: A complete manual to identifying and diagnosing mathematical difficulties. Routledge.

Sherman, H. J., Richardson, L. I., & Yard, G. J. (2019). Teaching learners who struggle with mathematics: Responding with systematic intervention and remediation.

Waveland Press.Silver, E. A., & Mills, V. L. (Eds.). (2018). A fresh look at formative assessment in mathematics teaching. National Council of Teachers of mathematics.

GGGM6133 Penyelesaian Masalah dan Penjanaan Masalah Matematik

Kursus ini memfokuskan pengajaran dan pembelajaran yang berasaskan aktiviti kognitif iaitu penyelesaian masalah dan penjanaan masalah dalam pendidikan matematik. Perbincangan kursus meliputi elemen, model, dan strategi penyelesaian masalah dan penjanaan masalah dalam pengajaran matematik. Aktiviti-aktiviti berstruktur dijalankan secara praktikal di dalam kelas akan membantu pelajar bagi mendalami kemahiran kognitif tersebut. Di samping itu, pelajar akan dibimbing membina rubrik penilaian bagi menilai hasil penyelesaian dan penjanaan masalah yang dilaksanakan.

GGGM6133 Problem Solving and Developing Matematical Problem

This course focuses on teaching and learning based on problem-solving and problem-generating activities in mathematics education. Course discussions cover elements, models, and problem-solving and problem-solving strategies in mathematics teaching. Structured activities will be carried out practically in the classroom will help students to deepen both cognitive skills. In addition, students will be guided to build an assessment rubric to assess solution and problem-solving skills implemented.

Rujukan / *References*

Abramovich, S. (2018). *Integrating computers and problem posing in mathematics teacher education*. World Scientific.

Felmer, P., Liljedahl, P., & Koichu, B. (Eds.). (2019). *Problem solving in mathematics instruction and teacher professional development*. Springer International Publishing.

Lee, Y., Capraro, R. M., & Capraro, M. M. (2018). *Mathematics teachers' subject matter knowledge and pedagogical content knowledge in problem posing*. International Electronic Journal of Mathematics Education, 13(2), 75-90.

Liljedahl, P., & Cai, J. (2021). *Empirical research on problem solving and problem posing: A look at the state of the art*. ZDM–*Mathematics Education*, 53(4), 723-735.

Liljedahl, P., & Santos-Trigo, M. (Eds.). (2019). *Mathematical problem solving: Current themes, trends, and research*. Springer.

GGGM6153 Pembelajaran Berasaskan Projek Matematik dalam STEM

Kursus ini bertujuan memberi pendedahan kepada pelajar mengenai pengaplikasian pembelajaran berasaskan projek matematik dalam STEM serta membantu pelajar memahami elemen penting yang perlu diberi perhatian dalam melaksanakannya. Kursus ini juga akan mendedahkan kepada pelajar peranan yang dimainkan oleh guru serta bagaimana melaksanakan pentaksiran dalam pengaplikasian pembelajaran berasaskan projek matematik dalam STEM. Pelajar juga akan turut mempelajari kaedah mereka bentuk projek matematik dalam STEM untuk diaplikasikan dalam proses pengajaran.

GGGM6153 Learning Based on Matematics Project in STEM

This course aims to expose students to the application of mathematics project-based learning in STEM as well as help students understand the important elements that need to be considered in implementing it. This course will also expose students to the role played by teachers, especially related to the assessment of learning based on mathematics projects in STEM. Students will also learn the method of designing a Mathematics project in STEM to be applied in the process of teaching mathematics.

Rujukan/*References*

Fancher, C., & Norfar, T. (2019). Project-Based Learning in the Math Classroom. Texas: Prufrock Press Inc.

Johnson, C. C., Mohr-Schroeder, M. J., Moore, T. J., & English, L. D. (Eds.). (2020). Handbook of research on STEM education. London, UK: Routledge.

Norfar, T., & Fancher, C. (2022). Project-based Learning in the Math Classroom: Grades 3-5. Routledge.

Pieratt, J. (2019). Keep It Real With PBL, Secondary: A Practical Guide for Planning Project-Based Learning. Corwin.

Wilhelm, J., Wilhelm, R., & Cole, M. (2019). Creating project-based STEM environments. Springer International Publishing.

GGGM6273 Pengajaran Matematik Awal bagi Murid Prasekolah dan Pendidikan Khas

Kursus ini memperkenalkan isu, idea, dan amalan yang dapat membantu dalam pengajaran matematik awal bagi murid prasekolah dan pendidikan khas. Sepanjang kursus, pelajar akan didedahkan dengan pembinaan idea matematik melalui pengalaman kehidupan sebenar kanak-kanak prasekolah dan Pendidikan khas. Secara khususnya, peranan bermain dalam pembentukan pemikiran matematik awal kanak-kanak akan dibincangkan secara mendalam. Di samping itu, pelajar akan melaksanakan aktiviti yang berlandaskan penyelidikan dan pengetahuan semasa mengenai perkembangan kanak-kanak dalam konsep numerasi dan konsep matematik yang lain. Kursus ini juga meneroka pemupukan dan pemahaman matematik awal melalui penyoalan, persekitaran, dan literatur kanak-kanak.

GGGM6273 Teaching Early Mathematic for Pre-school and Special Education

This course introduces issues, ideas, and practices that can help in the teaching of early mathematics for preschool and special education learners. Throughout the course, students will be exposed to the construction of mathematical ideas through real life experiences. In particular, the role of play in the formation of early mathematical thinking of learners will be discussed in depth. In addition, students will perform activities based on current research and knowledge on children's development in numerical concepts and other mathematical concepts. This course also explores the nurturing and understanding of early mathematics through questioning, environment, and children's literature

Pra-Keperluan / *Pre-requisite*

Lulus GGGE6633 Asas Pendidikan Matematik / Pass GGGE6633 *Mathematic Educational Foundation*

Rujukan/*References*

Fancher, C., & Norfar, T. (2019). Project-Based Learning in the Math Classroom. Texas: Prufrock Press Inc.

Johnson, C. C., Mohr-Schroeder, M. J., Moore, T. J., & English, L. D. (Eds.). (2020). Handbook of research on STEM education. London, UK: Routledge.

Norfar, T., & Fancher, C. (2022). Project-based Learning in the Math Classroom: Grades 3-5. Routledge.

Pieratt, J. (2019). Keep It Real With PBL, Secondary: A Practical Guide for Planning Project-Based Learning. Corwin.

Wilhelm, J., Wilhelm, R., & Cole, M. (2019). Creating project-based STEM environments. Springer International Publishing.

GGGL6113 Analisis Data Kuantitatif

Kursus ini bertujuan memberi pengetahuan dan kemahiran tentang penganalisisan data bagi data-data kuantitatif untuk penyelidikan. Penganalisisan data ini akan menggunakan perisian SPSS for Windows. Pelajar akan dibimbing untuk menganalisis data melalui pelbagai kaedah statistik di samping mentafsir data-data yang telah dianalisis.

GGGL6113 Quantitative Data Analysis

This course aims to provide knowledge and skill in analysing quantitative data in research. Data will be analysed using the software package SPSS for Windows. Students will be guided in using the SPSS software and analysing data using various statistical methods including descriptive and inferential statistics and interpreting data which have been analysed.

Pra-Keperluan / Pre-requisite
Lulus GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan / *Pass GGGB6093 Quantitative and Qualitative Research in Education*

Rujukan/*References*
Abbot, M.L. (2017). Using Statistics in the Social and Health Sciences with SPSS and Excel. NJ: John Wiley & Sons.
Cramer, D. & Howitt, D. (2016). Introduction to SPSS in Psychology (8th ed). United Kingdom: Pearson Education Limited.
Cleophas, T.J. & Zwinderman, A.H. (2016). SPSS for starters and 2nd levelers (2nd ed). New York: Springer.
Macinnes, J. (2016). An Introduction to Secondary Data Analysis with IBM SPSS Statistics. London: SAGE Publications.
Vieira, E. T. J. (2017). Introduction to Real World Statistics: With Step-By-Step SPSS Instructions. New York: Routledge.

GGGE6583 Kajian Bebas
Kursus ini bertujuan untuk meningkatkan kemahiran analitikal dan kemahiran penulisan penyelidikan. Pelajar boleh menghasilkan pelbagai bentuk penulisan penyelidik dengan seliaan daripada penyelia. Di akhir kursus ini pelajar dapat menguasai ilmu penyelidikan dalam bidang pengkhususan masing-masing.

GGGE6583 Independent Study
This course focuses on increasing their analytical and research writing skills. Students can produce various forms of research writing under the supervision of a supervisor. At the end of this course, students can master research knowledge in their respective fields of specialization.

Rujukan/*References*
DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.
Kornuta, H. M., Germaine. R. W. (2019). A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Mertens, D. M. (2019). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.
Portwood-Stacer, L. (2021). The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.
Universiti Kebangsaan Malaysia (2018). Panduan Menulis Tesis Gaya UKM. Bangi: Penerbit UKM.

GGGM6423 Perkembangan Profesionalisme dalam Pendidikan Matematik
Kursus ini memperkenalkan pelajar kepada prinsip pengajaran dan pembelajaran Matematik berdasarkan kurikulum di Malaysia. Fokus kursus ini merangkumi pengajaran matematik reflektif, model guru matematik berkesan, strategi pembangunan kompetensi guru, model pengetahuan dan komuniti pembelajaran profesional. Isu kualiti guru dan penyelidikan serta diversiti dalam pendidikan turut akan dipelajari. Keberkesanan pengajaran matematik dan model reflektif perkembangan guru merupakan aspek penting yang pelajar perlu ketahui dalam menangani cabaran serta hala tuju perkembangan profesional guru matematik di Malaysia.

GGGM6423 Professionalisme Development in Mathematics Education

This course introduces students to the teaching and learning concepts of Mathematics based the curriculum in Malaysia.The focus of this course is on reflective mathematics teaching, effective mathematics teacher modeling, teacher skills development strategy,a knowledge model and a professional learning community.Issues of quality of teaching and research as well as diversity in education will also be studied.The effectiveness of mathematics teaching and the reflective model of teacher development is an professional development of mathematics teachers in Malaysia.

Rujukan/*References*

Bature, I. J. (2020). Mathematics Teachers Reflection on the Role of Productive Pedagogies in Improving their Classroom Instruction. International Journal of Educational Methodology, 6(2), 319–335. http://doi.org/10.12973/ijem.6.2.319

Kanold, Timothy D.K, ; Toncheff, Mona, T., ; Larson, Matthew R.L, ; Barnes, Bill, B., Kanold-McIntyre, Jessica, K.M. & Sarah, S. (2018). Mathematics Coaching & Collaboration in a PLC at Work™. Every Student Can Learn Mathematics.Bloomington. National Council of Teachers of Mathematics and Solution Tree.

Robinson & Sandra, P.A. (2019). Handbook of Research on Critical Thinking and Teacher Education Pedagogy. Advances in Higher Education and Professional Development (AHEPD) Book Series. Knight, V. (ed). IGI Global.

Vanderlinde, R., Smith, K., Murray, J., & Lunenberg, M. (2021). Teacher Educators and their Professional Development. London:Taylor and Francis Ltd.

Zehetmeier, S., Potari, D., & Ribeiro, M. (Eds.). (2020). Professional Development and Knowledge of Mathematics Teachers. Routledge.

GGGM6443 Tinjauan Literatur Bersistematik dan Meta-Analisis dalam Penyelidikan Matematik

Kursus ini memperkenalkan kaedah untuk melaksanakan sintesis kajian menggunakan tinjauan literatur bersistematik dan meta-analisis. Fokus kursus adalah praktikal dan metodologi dan merangkumi latar belakang semua bahagian proses sintesis penyelidikan, termasuk: perumusan masalah, melakukan pencarian literatur, penilaian data, pengkodean ukuran kesan, analisis data, dan melaporkan hasilnya. Selain itu, kaedah statistik yang digunakan untuk meringkaskan kesan yang terdapat dalam kajian (saiz kesan) dan untuk menggabungkan hasil kajian ini di bawah model yang berbeza (meta-analisis) diperkenalkan dan dikembangkan.

GGGM6443 Systematic Literature Review and Meta-Analaysis in Mathematical Research

This course introduces methods for conducting a research synthesis using systematic literature review and meta-analysis. The focus of the course is both practical and methodological and includes background on all parts of the research synthesis process, including: problem formulation, conducting a literature search, data evaluation, effect size coding, data analysis, and reporting the results. Additionally, the statistical methods used for summarizing the effects found in a study (effect sizes) and for combining the results of these studies under different models (meta-analysis) are introduced and developed.

Pra-Keperluan / Pre-requisite

Lulus GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan / *Pass GGGB6093 Quantitative and Qualitative Research in Education*

Rujukan/References

Boland, A., Cherry, G., Dickson, R. (2017). Doing a systematics review: A student's guide (2nd ed). Sage

Cooper, H. (2017). Research synthesis and meta-analysis (5th ed.). Sage

Cooper, H. M., Hedges, L. V., & Valentine, J. (Eds.) (2019) The Handbook of Research Synthesis and meta-analysis (3rd. Edition). New York: The Russell Sage Foundation.

Higgins, J.P.T., & Thomas, J. (Eds). (2019). The Cochrane handbook for systematic review of interventions. Chichester (UK): John Wiley & Sons. Online version at http://www.cochrane- handbook.org/.

Vanderlinde, R., Smith, K., Murray, J., & Lunenberg, M. (2021). Teacher Educators and their Professional Development. London:Taylor and Francis Ltd.

GGGM6413 Aplikasi Teknologi dalam Pengajaran Matematik

Kursus ini bertujuan memberi pendedahan kepada pelajar mengenai pengaplikasian teknologi dalam pengajaran matematik serta membantu pelajar memahami elemen-elemen penting yang perlu diberi perhatian dalam mengguna dan mengaplikasi teknologi dalam pengajaran matematik. Pelajar turut didedahkan dengan pelbagai model berkaitan teknologi dalam pendidikan serta isu-isu terkini berkaitan aplikasi teknologi dalam pengajaran matematik. Selain itu kursus ini juga akan membincangkan tentang bagaimana melakukan analisis keperluan bagi memilihan, merancang dan membina bahan pengajaran matematik berasaskan teknologi. Tumpuan juga akan diberikan kepada penggunaan aplikasi teknologi dalam melaksanakan pengajaran algebra dan geometri.

GGGM6413 Technology Application in Teaching Mathematics

This course aims to provide exposure to students on the application of technology in the teaching of mathematics as well as help students understand the essential elements that need to be considered in using and applying technology in the teaching of mathematics. Students are also exposed to various models related to technology in education as well as the latest issues related to the application of technology in the teaching of mathematics. In addition, this course will also discuss how to do needs analysis for the selection, planning and construction of technology-based mathematics teaching materials. The focus will also be given to the use of tecnology applications in implementing the teaching of algebra and geometry

Rujukan/*References*

Abramovich, S. (2018). Integrating computers and problem posing in mathematics teacher education. World Scientific.

Attard, C., & Holmes, K. (2019). Technology-enabled Mathematics Education: Optimising Student Engagement. Routledge.

Ball, L., Drijvers, P., Ladel, S., Siller, H. S., Tabach, M., & Vale, C. (2018). Uses of technology in primary and secondary mathematics education. Cham, Switzerland: Springer.

Brown, A. H., & Green, T. D. (2019). The essentials of instructional design: Connecting fundamental principles with process and practice. Routledge.

Hanna, G., Reid, D. A., & de Villiers, M. (Eds.). (2019). Proof Technology in Mathematics Research and Teaching. Springer International Publishing.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pendidikan Komputer

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang pendidikan komputer.
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang pendidikan komputer.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang pendidikan komputer dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal serta bekerjasama dengan memberi perkhidmatan untuk kepentingan pelbagai pihak terutamanya dalam bidang pendidikan komputer.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang pendidikan komputer sama ada melalui penulisan atau percakapan.
6. Mengaplikasikan kemahiran digital dalam melaksanakan tugas serta menyebarluaskan maklumat berkaitan bidang pendidikan komputer melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi menyelesaikan masalah berkaitan bidang pendidikan komputer.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu pendidikan komputer.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang pendidikan komputer.
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang pendidikan komputer.
11. Mengamalkan nilai etika dan profesional berkaitan bidang pendidikan komputer.bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGE6913	Kejurulatihan Komputer
GGGK6113	Pedagogi Pengaturcaraan Komputer
GGGE6933	Kemahiran Berfikir dalam Pendidikan Komputer
GGGE6943	Penyelidikan Pendidikan Komputer
GGGE6953	Penilaian Pendidikan Komputer

Kursus Elektif Bidang Pengkhususan

GGGP6123	Produksi Media Pembelajaran
GGGP6323	Reka Bentuk Pengajaran Digital dan Futuristik
GGGP6313	Reka Bentuk Pengajaran dan Pembelajaran Imersif

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Computer Education

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of computer education.*
2. *Analysing information in the problem-solving process based on analytical skills related to computer education.*
3. *Applying practical skills appropriate to the field of computer education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of computer education.*
5. *Applying effective communication skills in disseminating information within the field of computer education either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of computer education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to computer education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to computer education.*
9. *Applying personal skills through lifelong learning management and committed computer education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of computer education*
11. *Practicing ethical and professional values related to computer education to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGE6913	*Computer Coaching*
GGGK6113	*Computer Programming Pedagogy*
GGGE6933	*Thinking Skills in Computer Education*
GGGE6943	*Computer Education Research*
GGGE6953	*Computer Education Evaluation*

Elective Course in Specialisation

GGGP6123	*Learning Media Production*
GGGP6323	*Digital and Futuristic Teaching Design*
GGGP6313	*Immersive Teaching and Learning Design*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest

knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan/*References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan/*References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGE6913 Kejurulatihan Komputer

Kursus ini bertujuan untuk memberi pengetahuan pendidikan kejurulatihan komputeran kepada pelajar dalam mereka bentuk kursus komputer untuk program latihan pra dan dalam perkhidmatan untuk peserta kursus dewasa, pelajar sekolah dan juga untuk keperluan organisasi latihan komputer/ICT/multimedia. Pelajar belajar tentang teori-teori dan strategi-strategi pengajaran dan pembelajaran, model reka bentuk pengajaran, pentaksiran, kurikulum dan kerangka TPACK. Pelajar perlu mereka bentuk kursus perkomputeran yang mengintegrasikan ilmu kandungan kursus-kursus dalam modul Pendidikan Perkomputeran

dan boleh dilaksanakan secara kajian tindakan. Pelajar dikehendaki mengendalikan kajian analisis keperluan untuk mengadakan satu kursus perkomputeran.

GGGE6913 Computer Coaching

This course provides students with computing education and training knowledge in designing a computer course for pre-service and in-service training programs; school students and other computer/ICT/Multimedia training programs. Students learn the theories and strategies of teaching and learning; instructional design model, assessment and TPACK framework. Students need to design a computing course that integrates content knowledge in Computing Education module and can be implemented using action research in the future. Students will conduct a need assessment for a computing course.

Rujukan/*References*

Bovill, C. 2020. Co-creating learning and teaching: Towards relational Pedagogy in Higher Education. Essex, UK. Critical Publishing.

Brown, A. H. & Green, T. D. (2019). The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice, (4th Edition). New York: Routledge, Taylor & Francis

Hazzan, O., Ragonis, N. & Lapidot, T. (2020). Guide to Teaching Computer Science: An Activity-Based Approach. (3rd Edition). New York: Springer

Herring, M. C., Koehler, M. J. & Mishra, P. (Pnyt). (2016). Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators. Second edition. New York: Routledge, , Taylor & Francis

Kanatouri, S. (2020). *The digital coach*. New York: Routledge.

Lemov, D. (2020). Teaching in the Online Classroom - Surviving and Thriving in the New Normal. New Jersey: Jossey-Bass

Stinger, E. T. & Aragón, T.O. (2021). Action Research. 5th Edition. Thousand Oaks, CA: Corwin, Sage.

GGGK6113 Pedagogi Pengaturcaraan Komputer

Kursus ini membincangkan isu-isu dan kepentingan pengajaran dan pembelajaran (P&P) pengaturcaraan dan pembangunan sistem dalam program-program pendidikan komputer. Kursus ini juga mengenal pasti dan membangkitkan masalah-masalah semasa P&P pengaturcaraan dan pembangunan sistem di pelbagai peringkat pengajian. Strategi P&P pengaturcaraan dan pembangunan sistem/aplikai juga dibincangkan. Pelajar juga dikehendaki mereka bentuk satu kursus pengaturcaraan atau pembangunan sistem/aplikasi yang mengintegrasikan ilmu kandungan pendidikan perkomputeran dan boleh dilaksanakan secara kajian tindakan di masa hadapan. Pelajar dikehendaki mengendalikan satu kajian kes pelbagai tentang pengajaran dan pembelajaran pengaturcaraan dan pembangunan sistem/aplikasi.

GGGK6113 Computer Programming Pedagogy

This course will discuss issues and the importance of teaching and learning for programming and system/application development as part of a computing education program. It will also identify and bring up the current problems related to teaching and learning computer programming and system/application development at the various level of studies. The teaching and learning strategies for computer programming and system/application development will be discussed. Students need to design a programming or system development course that integrates content knowledge in Computing Education module and can be implemented using action research in the future. Students are required to

design and implement a multiple case study on teaching and learning programming or system development.

Rujukan/*References*

Bauer, W. I. (2020). *Music learning today: Digital pedagogy for creating, performing, and responding to music*. New York: Oxford University Press.

Bers, M. U. (2020). *Coding as a playground: Programming and computational thinking in the early childhood classroom*. New York: Routledge.

Grover, S. (Ed). (2020). Computer Science in K-12: An A-To-Z Handbook on Teaching Programming. Carlifornia: Edfinity

Somma, R. (2020). Coding in the Classroom: Why You Should Care About Teaching Computer Science. California: No Starch Press

Yin, R. K. (2018). Case Study Research: Design and Methods (6th Edition). Thousand Oak: Sage Publication.

GGGE6933 Kemahiran Berfikir dalam Pendidikan Komputer

Penekanan kursus ini adalah kepada kemahiran berfikir yang khusus untuk pendidikan perkomputeran. Kursus ini membincangkan isu-isu dan kepentingan komputer sebagai alat pemboleh (enabler) kemahiran berfikir dan peranannya dalam pembentukan negara dan bangsa yang menyumbang kepada tamadun teknologi. Kursus ini membincangkan tentang pemikiran komputasional, strategi penerapan kemahiran berfikir kritis dan kreatif, penyelesaian masalah dan membuat keputusan. Kursus ini juga memperkenalkan metakognitif; refleksi metakognitif; pemikiran reka bentuk, visual, reflektif dan sistem. Pelajar perlu mereka bentuk kursus perkomputeran yang mengintegrasikan ilmu kandungan modul Pendidikan Perkomputeran dan boleh dilaksanakan melalui kajian tindakan. Pelajar diperlukan untuk menjalankan satu kajian kes/etnografi tentang metakognitif, kemahiran dan sikap seorang pakar pembangunan sistem/aplikasi atau pengaturcara komputer.situasi sebenar untuk menganalisis tahap kejayaan dan kegagalannya dalam perancangan pendidikan.

GGGE6933 Thinking Skills in Computer Education

This course emphasizes specific thinking skills in computing education. This course discusses issues and the significance of computer as an enabler of thinking skills and its role in nation building that contribute to technological civilization. This course discusses about computational thinking, the strategies of embedding thinking skill element such as creative and critical thinking, problem- solving and decision making for a learner. The course also introduces the metacognitive, metacognitive reflection, design thinking, visual thinking, reflective thinking and system thinking. This course focuses on the creative process, product, press and personality in computing. Students are needed to design a computer course that integrates thinking skill and others content knowledge of Computing Education module and can be implemented using Action Research in the future. Students need to conduct a case/ethnography study on metacognitive, skills and attitude of a system/applications developer or computer programmer.

Rujukan/*References*

Krauss, J. & Prottsman, K. (2017). *Computational Thinking and Coding for Every Student: The Teacher's Getting-Started Guide*. Thousand Oaks: Corwin, SAGE.

Riley, D. D., & Hunt, K. A. (2014) *Computational thinking for the modern problem solver.* New York. Chapman and Hall/CRC.

Sternberg, R. J., Jarvin, L. & Grigorenko, E. L. (2015). *Teaching for Wisdom, Intelligence, Creativity, and Success.* Reprint Ed. Thousand Oaks: Corwin, SAGE.

Sweet, C., Carpenter, R., Blythe, H. & Apostel, S. (2013). *Teaching Applied Creative Thinking: A New Pedagogy for the 21st Century*. Stillwater, OK: New Forums Press Inc.

Wang, P. S. (2015). *From Computing to Computational Thinking*. Boca Raton: CRC Press, Taylor & Francis Group.

GGGE6943 Penyelidikan Pendidikan Komputer

Kursus ini bertujuan untuk meneliti kaedah-kaedah penyelidikan yang boleh dilaksanakan dalam bidang pendidikan komputer. Pelajar akan dibimbing untuk menganalisis dan mentafsir literatur tentang penyelidikan dan pembangunan dalam pendidikan komputer. Pelajar juga perlu mereka bentuk dan melaksanakan kajian awal menggunakan kaedah kualitatif dan kuantitatif. Pelajar juga diperlukan untuk mereka bentuk cadangan kajian untuk penyelidikan pendidikan komputer.

GGGE6943 Computer Education Research

The aim of this course is to examine research methods that can be implemented in computer education research. Students will be guided to analyze and interpret the articles related to research and development in computer education. Students need to design a research proposal for a computer education research. Students need to implement the research in computer education using qualitative and quantitative methods.

Rujukan/*References*

Billups, F. D. (2020). Qualitative Data Collection Tools: Design, Development, and Applications (Qualitative Research Methods). Thousand Oaks: SAGE.

Creswell, J. (2019). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Edisi ke 6. Needham Heights. Pearson.

Kozinets, R. (2020). Netnography: The Essential Guide to Qualitative Social Media Research. Thousand Oaks: Corwin, SAGE.

Przybylski, L. (2021). Hybrid Ethnography: Online, Offline, and In Between (Qualitative Research Methods). Thousand Oaks: Corwin, SAGE.

Robinson, J.M., O'Loughlin, V.D., Kearns, K., & Plummer, L. 2020. Teaching as if Learning Matters: Pedagogies of Becoming by Next-Generation Faculty. Indiana University: Indiana University Press.

Stinger, E. T. & Aragón, T.O. (2021). Action Research. 5th Edition. Thousand Oaks, CA: Corwin, Sage.

Stobaugh, R. 2019. Fifty Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom (50 Teaching Strategies to Support Cognitive Development). Bloomington, Indiana: Solution Tree Press.

GGGE6953 Penilaian Pendidikan Komputer

Kursus ini bertujuan untuk memberi pengetahuan, kemahiran dan pengalaman kepada pelajar dalam pentaksiran, pengukuran dan penilaian untuk pendidikan komputer. Kursus ini akan membincangkan isu-isu dan kepentingan penilaian pendidikan komputer. Kursus ini juga akan memfokuskan kepada proses merancang dan pembinaan instrumen untuk penilaian kursus; pengujian pra dan post, pentaksiran portfolio yang mengandungi rubrik penskoran yang khusus untuk pengajaran dan pembelajaran komputer

GGGE6953 Computer Education Evaluation

The aim of this course is to provide students with knowledge, skills and experiences in the assessment, measurement and evaluation for computer education. This course focuses on the planning and designing instruments of course evaluation; pre and post tests and portfolio assessment that consist of scoring rubrics for a computer course

Rujukan / *References*

Giancola, S. P. (2020). Program Evaluation: Embedding Evaluation into Program Design and Development. Thousand Oaks: SAGE

McTighe, J., Doubet, K. J. & Carbaugh, E. M. (2020). Designing Authentic Performance Tasks and Projects: Tools for Meaningful Learning and Assessment. Alexandria, VA: ASCD

Royse, D., Thyer, B. A., & Padgett, D. K. (2016). Program Evaluation: An Introduction to an Evidence-Based Approach. (6th Ed). Boston: Cengage Learning.

Spector, J. M. & Yuen, A.H.K. (2016). Educational Technology Program and Project Evaluation (Interdisciplinary Approaches to Educational Technology). New York: Routledge.

Stanley, T. (2019). Using Rubrics for Performance-Based Assessment A Practical Guide to Evaluating Student Work. Waco, TX: Prufrock Press. Inc.

GGGP6123 Produksi Media Pembelajaran

Kursus ini bertujuan memberikan pendedahan kepada pelajar tentang jenis-jenis dan aspek pengeluaran dan penggunaan media pengajaran dan pembelajaran. Pelajar akan mempelajari cara-cara mereka bentuk, mengeluarkan dan menggunakan media eletronik dan bukan elektronik untuk proses pembelajaran di sekolah, institusi pengajian tinggi dan industri. Tumpuan akan diberikan kepada teknik dan kemahiran menggunakan perkakasan, penulisan skrip, penyediaan fotografi, grafik dan jenis percetakan yang sesuai dengan bentuk media yang dipilih.

GGGP6123 Learning Media Production

This course will expose students to types and aspects of instructional media production and use. Students will learn how to design, develop, and use of electronic and non electronic instructional media that can be used in schools, higher education institutions and industries. Emphasis will be given to techniques and skills in using hardware, script writing, and the development of photography, graphics, as well printing types that are appropriate to selected media forms.

Rujukan/*References*

Been, C. (2014) The accidental instructional designer: Learning design for the digital age. American Society for Training and Development

Brown, A.H. & Green, T.D. (2019). The essentials of instructional design: Connecting fundamental principles with process and practice (4th ed). Routledge.

Fariza Khalid, Mohd Jasmy Abd Rahman & Mohd Yusoff Daud. 2020. Pendidikan digital era RI 4.0. Penerbit Fakulti Pendidikan UKM.

Smaldino, S.E, Lowther, D.L., Mims, C. & Russell, J.D. 2016. Instructional Technology and Media For Learning. (11th Edition). Macmillan.

Schwab, K. (2017). The fourth industrial revolution. Crown Business.

GGGP6323 Reka Bentuk Pengajaran Digital dan Futuristik

Kursus ini memberi pendedahan tentang pengajaran digital dan futuristik yang melibatkan penggunaan perisian dan teknologi terkini dalam pendidikan dan juga dalam persekitaran industri. Kursus ini juga mengaplikasikan proses reka bentuk pengajaran digital dan futuristik dalam pembangunan bahan, aktiviti dan ruang pengajaran dan pembelajaran bersama pihak berkepentingan dalam pendidikan termasuk industri. Pelajar juga diberi pendedahan tentang strategi pengajaran digital dan futuristik bagi mendalami pendekatan untuk mentransformasi Pendidikan.

GGGP6323 Digital and Futuristic Teaching Design

The course exposes students on digital and futuristic instruction that involves the application of advanced software and technology in educational and industrial settings. The course also applies process of digital and futuristic instructional design in development of materials, activities, and environment for teaching and learning with relevant partners in education including industrial partners. Students are also exposed on strategies for digital and futuristic instruction in understanding approaching for transforming educational practices.

Rujukan/*References*

Ally, M., Embi, M. A., & Norman, H. (Eds.). 2019. The Impact of MOOCs on Distance Education in Malaysia and Beyond (Vol. 38). Routledge.

Apple 2022. Everyone Can Create Teacher Guide. Cupertino: Apple Inc.

Apple 2022. Everyone Can Code. Cupertino: Apple Inc.

Cleveland-Innes, M., & Wilton, D. (2018). Guide to blended learning. Commonwealth of Learning.

Educase. 2020. 2020 Educase Horizon Report: Teaching and Learning Edition. Educase.

Schwab, K. 2017. The fourth industrial revolution. Crown Business.

World Economic Forum 2021. Technology Futures: Projecting the Possible, Navigating What's Next. World Economic Forum.

GGGP6313 Reka Bentuk Pengajaran dan Pembelajaran Imersif

Kursus ini memberi pendedahan tentang pengajaran dan pembelajaran imersif dalam persekitaran pendidikan dan persekitaran industri. Kursus ini juga mengaplikasikan pedagogi imersif dalam proses mereka bentuk aktiviti, membangunkan bahan serta mereka bentuk persekitaran pengajaran dan pembelajaran imersif dengan teknologi imersif termasuk teknologi realiti maya (virtual reality) dan realiti terimbuh (augmented reality).

GGGP6313 Immersive Teaching and Learning Design

The course provides exposure on immersive teaching and learning in educational and industrial environments. The course applies immersive pedagogy in designing teaching and learning activities, developing materials, and designing teaching and learning environments with immersive technologies which include virtual reality and augmented reality.

Rujukan/*References*

Apple (2022). Everyone Can Create Teacher Guide. Cupertino: Apple Inc.

Apple (2022). Everyone Can Code. Cupertino: Apple Inc.

Donally, J. (2021). The Immersive Classroom: Create Customized Learning Experiences with AR/VR. International Society for Technology in Education.

Language, C. (2022). Apple Augmented Reality by Tutorials (Second Edition): Create AR Experiences with ARKit, RealityKit & Reality Composer. Alexandria, Virginia: Razerware LLC.

Schwab, K. (2017). The fourth industrial revolution. Crown Business.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan/*References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan/*References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan (Pendidikan Sains)

Tujuan pengkhususan

1. Menguasai ilmu-ilmu sains dan pendidikan mutakhir secara menyeluruh dan bersepadu.
2. Menguasai kemahiran-kemahiran yang berkesan dalam pengajaran dan pembelajaran sains.
3. Menghayati dan mengamalkan etika pendidikan sains secara profesional serta berakhlak mulia dalam usaha pembangunan sains dan manusia bagi memenuhi Wawasan 2020.

Kursus Teras Fakulti (13 unit)

GGGB6012	Penulisan Akademik I
GGGB6022	Penulisan Akademik II
GGGB6013	Kaedah Penyelidikan I
GGGB6023	Kaedah Penyelidikan II
GGGC6033	Isu-isu Pendidikan di Malaysia

Kursus Pengkhusuan (15 unit)

GGGC6243	Pendidikan Sains dan Pembangunan Manusia
GGGR6213	Pentadbiran dan Pembuatan Dasar Dalam Pendidikan Sains
GGGR6223	Alam Sekitar dan Kelestarian
GGGR6233	Sistem dan Amalan Dalam Pendidikan Sains
GGGR6243	Pemikiran Tinggi Dalam Pendidikan Sains
GGGR6253	Seminar Sains Sejagatan
GGGR6263	Pendidikan Sains, Teknologi dan Keusahawanan

Kursus Pilihan (Program C: 6 unit)

GGGB6323	Analisis Data
GGGB6333	Teori dalam Pengukuran dan Penilaian
GGGB6423	Psikologi Silang Budaya
GGGB6713	Hubungan Membantu
GGGE6583	Kajian Bebas
GGGE6663	Pengajaran dan Pembelajaran Bantuan Kompter

Tesis (Program B: 12 unit) ProjekPenyelidikan

(Program C: 6 unit)

GGGE6673	Kertas Projek I
GGGE6683	Kertas Projek II

Master Of Education (Science Education)

Purpose

The aims of this specialization are to ensure students

1. *To master the knowledge of science and education holistically and in an integrated way.*
2. *To master the effective skills in the teaching and learning of science.*
3. *To appreciate and practice good moral values and ethics of science education in the development of science and the humanity to realize Vision 2020.*

Faculty Core Courses (13 units)

GGGB6012	*Academic Writing I*
GGGB6022	*Academic Writing II*
GGGB6013	*Research Methodology I*
GGGB6023	*Research Methodology II*
GGGC6033	*Educational Issues in Malaysia*

Specialised Courses (15 units)

GGGC6243	*Science Education and Human Development*
GGGR6213	*Administration and Policy-Making in Science Education*
GGGR6223	*The Environment and its Sustainability*
GGGR6233	*Systems and Practices in Science Education*
GGGR6243	*Advanced Thinking in Science Education*
GGGR6253	*Seminar on Global Sciences*
GGGR6263	*Science, Technology and Entrepreneurship Education*

Elective Courses (Program C: 6 units)

GGGB6323	*Data Analysis*
GGGB6333	*Theories in Testing and Evaluation*
GGGB6423	*Cross-cultural Psychology*
GGGB6713	*Helping Relationship*
GGGE6583	*Independent Study*
GGGE6663	*Computer Assisted Teaching and Learning*

Thesis (Programme B: 12 units) Research

Project (Program C: 6 units)

GGGE6673	*Project Paper I*
GGGE6683	*Project Paper II*

Sinopsis Kursus/*Course Synopsis*

GGGB6012 Penulisan Akademik I

Kursus ini bertujuan untuk membantu pelajar mempersembahkan penulisan akademik seperti kertas projek, tesis dan tugasan-tugasan akademik lain dengan tepat dan jelas. Skop perbincangan kursus ini termasuklah isu-isu umum penggunaan bahasa yang meliputi pemilihan laras bahasa yang tepat dan sesuai serta pembinaan perenggan yang utuh dalam penulisan akademik, cara menilai secara kritikal sesuatu sumber rujukan, menggunakan subtopik secara efektif dan menggunakan kaedah rujukan yang dapat mengelakkan plagiatrisme (termasuk penggunaan Gaya UKM). Selain itu, kursus ini turut membincangkan persekitaran yang dapat menggalakkan penulisan seperti mempunyai jaringan dan pembahagian masa yang realistik untuk menulis. Pelajar juga diberi latihan untuk menilai dan menghasilkan abstrak penyelidikan dan usulan penyelidikan.

GGGB6012 Academic Writing I

This course is intended to help students present their academic writing such as project papers, thesis and other academic assingments in accurate and clear manner. The scope of discussion include general issues concerning language such as choice of correct grammar and good paragraph building in academic writing, critical evaluation, methods of references, effective use of subtopics, and how to utilize referential tool in ethical manner (including how to apply UKM writing style). This course also discusses environments which encourge writing, such as networking and realistic time management for writing. Students are also trained to evaluate and produce research abstract and proposal.

Bacaan Asas/ *Basic Reading*

Brain Paltridge and Sue Starfield. (2016). Getting Published in Academic Journals: Navigating the Publication Process. Michigan ELT.

Helen Sword. (2012). Stylish academic writing. United States of America. Pusat Pengajian Siswazah. (2015). Panduan penulisan tesis gaya UKM (Edisi Semakan Kedua. Bangi: Universti Kebangsaan Malaysia.

John M. Swales dan Christine B. Feak. (2012). Academic writing for graduate students (3rd edition). Michigan ELT.

Larra A. Machi, Brenda T (Tyler) McEvory. (2012). The literature review: Six steps to success. UK: Sage Publications.

GGGB6022 Penulisan Akademik II

(Prasyarat: Setelah lulus Kursus GGGB6012 Penulisan Akademik I, GGGB6013 Kaedah Penyelidikan I, GGGB6023 Kaedah Penyelidikan II dan GGGE6673 Kertas Projek I)

Kursus ini adalah lanjutan daripada kursus Penulisan Akademik I dan bertujuan untuk membantu pelajar mengorganisasikan dan meningkatkan penulisan akademik bagi setiap bahagian dalam penulisan tesis daripada kajian-kajian yang dijalankan melalui kaedah kuantitatif dan kualitatif. Aspek-aspek penulisan yang diutamakan termasuklah penulisan abstrak, bahagian pengenalan, pernyataan masalah, hipotesis, tinjauan literatur, dapatan kajian serta perbincangan dapatan kajian. Pelajar dikehendaki mempersembahkan satu

rumusan penghujahan dan kritikan yang bernas dalam semua aspek penulisan tesis. Selain itu, pelajar-pelajar juga didedahkan kepada kaedah penulisan buku, prosiding dan artikel dalam jurnal.

GGGB6022 Academic Writing II
(Prerequisite: After pass course GGGB6012 Academic Writting I, GGGB6013 Research Methodology I, GGGB6023 Research Methodology II dan GGGE6673 Project Paper I)

This course is a continuation from Academic Writing I and is intended to help students organize and improve their thesis chapters. Attention is paid to abstract writing, introduction, problem statement, hypothesis, literature review, results, and discussion. Students will be required to present a conclusion and critique in all aspects of thesis writing. Students in this class will also be exposed to book, proceeding and article journal writing.

Bacaan Asas/ *Basic Reading*

Bennett, K. 2014. The semi-periphery of academic Writing: Discourses, communities and practices. Publisher Palgrave Macmillan.

Candlin, C. N., Crompton, P., & Hatim, B. 2016. Academic writing step by step: A research-based approach. Equinox. Sheffield & Bristol.

Cargill, M. & O'Connor, P. 2013. Writing scientific research articles: Strategies and steps (2nd ed.). New Jersey: Wiley-Blackwell.

Oliver, P. 2014. Writing your thesis. London: Sage.

Retrieved at http://www.nova.edu/sss/QR/QR10-2/bowen/pdf

Universiti Kebangsaan Malaysia. 2015. Panduan menulis tesis: Gaya UKM. Bangi. Penerbit UKM

GGGB6013 Kaedah Penyelidikan I

Kursus ini bertujuan untuk menmbincangkan gambaran holistik tentang maksud penyelidikan dan konsep-konsep asas supaya pelajar boleh menghayati logik dalam menjalankan penyelidikan bidang pendidikan : membaca dan memahami laporan-laporan dan penulisan bahan penyelidikan, mengenali beberapa kaedah penyelidikan, memahami bagaimana sesuatu penyelidikan dirancang dan dilaksanakan; memahami asas statistik serta batas-batas dalam mengumpaul maklumat. Kandungan kursus meliputi
: Falsafah penyelidikan, sumber dan konsep penyelidikan, pengenalan kepada pelbagai reka bentuk penyelidikan, penyataan masalah, dan tinjauan literatur. Kursus ini juga akan membincangkan kerangka penyelidikan dan kaedah, peralatan dan intrumentasi, serta bentuk dan kaedah penyediaan laporan.

GGGB6013 Research Methodology I

This course is aimed at exposing students to the meaning of research as well as its basic concepts in order to guide them to understand and practice the research process in education. It is designed to train students to : read and understand reports and research documentations; understand various research methodologies; comprehend how a research is planned and implemented; understand basics of statistics, normal distribution, inference statistics and hypothesis testing technique; understand the limitations in data collection. The contents of the course include the Philosophy and Basic Concepts of Research, Introduction to Quantitative and Qualitative Approaches in Research, Problem Statement, Literature Review, Introduction to Various Research Methodologies, Instrument Development, Data Analysis and Report Preparation.

Bacaan Asas/ *Basic Reading*

Abdullah, M. L., & Wan Ahmad, W. M. A. 2013. *Analisis data dengan statistik asas*, Terengganu: Universiti Malaysia Terengganu.

Coladarci, T. & Cobb, D. C. 2014. Fundamentals of statistical reasoning in education. 4th edition. New Jersey: Wiley

Howell, D. C. 2016. *Fundamental statistics for the behavioural science*. 8th Edition. California: Wardsworth, Cengage Learning.

Jackson, S. L. 2015. *Research method and statistics: A critical thinking approach, 4th Edition,* California: Wadsworth, Cengage Learning.

Johnson, B., & Christensen, L. 2016. *Educational research: Quantitative, qualitative, and mixed approaches, 6th ed.* London: Sage.

GGGB6023 Kaedah Penyelidikan II

(Prasyarat : Setelah lulus Kursus GGGB6013 Kaedah Penyelidikan I)

Tujuan kursus ini adalah untuk melengkapkan kemahiran-kemahiran pelajar dalam menjalankan penyelidikan. Pelajar dapat menggunakan pengetahuan dan kemahiran untuk memahami kaedah-kaedah penyelidikan, menilai laporan penyelidik dan menghasilkan satu penyelidikan yang lengkap. Melalui kursus ini, pelajar dapat menggunakan teknik statistik inferens yang ringkas dan sesuai, mengenal pasti jenis-jenis penyelidikan, memilih kaedah yang sesuai untuk sesuatu masalah, merancang satu kajian penyelidikan, memilih sampel serta memungut data yang sah dan boleh dipercayai, memilih cara menganalisis data yang sesuai, dan menulis laporan penyelidikan secara sistematik. Kandungan kursus meliputi: Rekabentuk penyelidikan, statistik inferens parametrik dan bukan parametrik.

GGGB6023 Research Methodology II

(Prerequisite: After pass course GGGB6013 Research Methodology I)

The objective of this course is to equip students with skills in conducting research. With the knowledge and skills, the students will be able to understand research methodologies, evaluate reports and conduct comprehensive research. Through this course, students will be able to use inferential statistics, identify various types of research, choose suitable methods and approaches for specific problems, plan a research, identify a sampling, collect valid and reliable data, select suitable methods for data analysis, and write a systematic research report. Among the content of this course are Research Design, Parametric and Non-Parametric Inferential Statistics.

Bacaan Asas/ *Basic Reading*

Abdullah, M. L., & Wan Ahmad, W. M. A. 2013. *Analisis data dengan statistik asas*, Terengganu: Universiti Malaysia Terengganu.

Coladarci, T. & Cobb, D. C. 2014. Fundamentals of statistical reasoning in education. 4th edition. New Jersey: Wiley

Howell, D. C. 2016. *Fundamental statistics for the behavioural science*. 8th Edition. California: Wardsworth, Cengage Learning.

Jackson, S. L. 2015. *Research method and statistics: A critical thinking approach, 4th Edition,* California: Wadsworth, Cengage Learning.

Johnson, B., & Christensen, L. 2016. *Educational research: Quantitative, qualitative, and mixed approaches, 6th ed.* London: Sage.

GGGC6033 Isu-isu Pendidikan di Malaysia

Kursus ini bertujuan membimbing pelajar untuk memeriksa secara mendalam dan kritikal pandangan-pandangan penting, aliran-aliran yang ternampak dan isu-isu yang berbangkit dalam pendidikan di Malaysia kini. Pelajar digalakkan untuk menentukan bidang dan mendalami aspek berkenaan daripada pelbagai perspektif yang relevan dalam bidang pendidikan. Melalui kursus ini, diharap pelajar mendapat peluang untuk menyuarakan idea-idea tersendiri dalam perbincangan dan seterusnya menulis secara ilmiah tentang topik-topik tertentu. Pelajar diwajibkan membuat pembacaan yang luas. Antara isu yang akan dikaji ialah falsafah dan fungsi pendidikan, arah perkembangan kurikulum, arah perkembangan pengurusan pendidikan, perkhidmatan perguruan dan arah perkembangan pendidikan tinggi.

GGGC6033 Educational Issues in Malaysia

The objective of this course is to guide students to critically analyse various views and schools of thought on local and global educational issues. Students will be encouraged to choose their own chosen preferred areas and to understand them from various relevant perspectives in education. It is hoped that students will have the opportunity to voice their opinions in discussions, which will help them in writing academic essays and are expected to do broad and extensive reading. Among issues which will be imparted are the philosophy and function of education, directions and developments in curriculum, educational management, teaching profession and higher education.

Bacaan Asas/ *Basic Reading*

Dasar Pembangunan Usahawan Institut Pengajian Tinggi. 2010. Putrajaya : Kementerian Pengajian Tinggi Malaysia.

Mohd. Sani Ibrahim & Norzaini Azman. 2007. *Profesion perguruan*. Bangi. Fakulti Pendidikan, UKM.

Mumtaz Begum abdul Kadir & Mohd Sani Ibrahim. 2009. *Peningkatan kualiti organisasi*. Kuala Lumpur: Utusan Publication (M) Sdn. Bhd.

Pelan Induk Pembangunan Pendidikan 2006-2010. Putrajaya : Kementerian Pelajaran Malaysia.

Shahril. 1999. *Isu-isu pendidikan di Malaysia: sorotan dan cabaran*. Kuala Lumpur : Utusan Publication.

Zamri Mahamod, Jamalullail Abdul wahab & Mohammad Sani Ibrahim. 2011. *Transformasi dan inovasi dalam pendidikan*. Bangi: Fakulti Pendidikan, UKM.

GGGC6243 Pendidikan Sains dan Pembangunan Manusia

Kursus ini bertujuan untuk merealisasi tuntutan reformasi pendidikan sains selaras dengan wawasan pembangunan Malaysia maju fasa ke 2, 2020 dengan fokus pembangunan INSAN. Skop pendidikan sains akan dikaji dalam dua perspektif iaitu (1) sains sebagai proses, dan (2) sains dari sudut paradigma ilmu. Analisis meliputi kesepaduan diantara sains, falsafah dan agama dalam era pasca-mordenisasi. Isu-isu pendidika sains akan dianalisis menurut pendekatan agama dan falsafah dalam tiga dimensi yang harmoni iaitu Tuhan, manusia dan alam sekitar. Perbincangan akan berorientasi penyelidikan dan paradigma ilmu dengan pendekatan bersepadu. Di akhir kursus pelajar dikehndaki menghasil dan membentangkan kajian dalam seminar sehari yang akan diadakan.

GGGC6243 Science Education and Human Development

This course is especially developed to fulfill the requirement for reformation in science education in line with the vision in education and the development of Malaysia in 2020 which focuses mainly on human recourse development. The scope of science education will

be examined in two perspectives which are (1) science as a process and (2) science in a knowledge paradigm by relating it with the philosophy and the country's vision of science education. To fulfill the vision of human resource development, issues in science education will be discussed in the relationship between man and his creator, the relationship between man and man and also between man and the environment. Among topics discussed will be on the inculcation of a scientific individual, principles in science in improving quality of life, issues in the development of the scientific culture and the national development in science, technology and industry. Discourse will also include the concept of integrating between traditional and modern science education. By the end of the course, students are expected to produce a project on issues related to science and human developments towards enhancing quality in life.

Bacaan Asas/ *Basic Reading*

Azizan Baharuddin & Norkumala Awang. 2016. *Al-Quran dan Sains*. Malaysia: Penerbit IKIM

Bazzul, J. 2016. *Ethics and Science Education: How Subjectivity Matters*. Canada: Springer.

Denial Zainal Abidin. 2014. *Quran Saintifik*. Kuala Lumpur

Frazer, M. J. & Kornhauser, A. 2014. *Ethics and Social Responsibility in Science Education*. UK: Pergamon Press.

Mat Rofa Ismail. 2016. *Bicarawara Sains Islam*. Kuala Lumpur: Karangkraf.

GGGR6213 Pentadbiran dan Pembuatan Dasar dalam Pendidikan Sains

Kursus ini memberi fokus kepada aspek pembentukan, perlaksanaan dan analisis dasar- dasar pendidikan iaitu dari segi teori dan amalan pendidikan sains di Malaysia. Aspek

pertama akan berfokus kepada falsafah, prinsip, teori dan model, manakala aspek kedua akan berfokus kepada aspek analisis dasar yang meliputi peringkat penggubalan, penerimaan dan penilaian dasar pendidikan sains negara. Pelajar dibimbing untuk terlibat secara langsung dalam perbincangan dan mengupas secara analitikal setiap kes yang akan dikemukakan sepanjang kursus. Kursus ini mencakupi bidang-bidang politik, ekonomi dan sosio-budaya dalam penggubalan dan perlaksanaan dasar-dasar pendidikan sains negara. Kuliah akan dijalankan secara gabungan kuliah, perbincangan dan kajian kes isu-isu pentadbiran dan penggubalan dasar-dasar pendidikan sains negara.

GGGR6213 Administration and Policy-making in Science Education

The focus of this course is the development, implementation and policy analysis in theory and practice of Malaysian science education. The main focus is on the philosophy, principle, theory and models while the second is on the Malaysian science educational policy analysis in the various stages of design, acceptance and evaluation. Students are encouraged and coached to be actively involved in discussions and discourses during the course which involve seminars, case-studies and lectures in the political, economical and socio-cultural elements in educational policy making.

Bacaan Asas/ *Basic Reading*

Banathy, B.H. 1991. *System design of education: a journey to create the future. Englewood Cliffs: Educational Technology.*

Bushnell, D.S. 1971. *Planned change in education: a systems approach.* New York: Harcourt Brace.

Wan Mohd Zahid Wan Mohd Noordin. 1993. *Wawasan pendidikan: agenda pengisian.* Kuala Lumpur: Nurin Enterprise.

GGGR6223 Alam Sekitar dan Kelestarian

Kursus ini bertujuan untuk menyedia dan membekalkan pelajar dengan pengetahuan, kemahiran dan pendekatan dalam pengurusan dan kelestarian alam sekitar, khasnya sumber-sumber yang boleh dan tidak boleh diperbaharui serta masalah-masalah yang wujud kerana kegiatan manusia. Skop alam sekitar yang diperbincangkan meliputi bidang biologi, fizikal, kimikal, dan sahsiah berlandaskan keharmonian sejagat. Aspek- aspek jasmani, emosi, rohani, intelek dan sosial (JERIS) akan ditekankan. Pemikiran yang dihasilkan daripada kursus ini diharap memberi sumbangan ke arah memastikan konsep pembangunan kelestarian negara dengan mengurangkan kadar pencemaran dan kesan negatifnya. Pelajar dikehendaki menghasilkan kajian kes alam sekitar berasaskan kelestarian yang diintegrasikan dengan kuliah, kajian lapangan, perbincangan, dan pembentangan kajian kes tersebut.

GGGR6223 Environment and Sustainability

The purpose of this course is to expose students with the knowledge and approach in the management and conservation of the environment. The scope of discussion on the environment includes biological, social and physical aspects of the environment. The underlying principle will be the harmony between the spiritual, intellectual, emotional as well as personal hermony in ensuring a pollution-free environment in the overall economic development. Students are also required to partake a small academic research/ case-study on environmental issues based on lectures and discussion during the course.

Bacaan Asas/ *Basic Reading*

Cunningham & Saigo. 2014. Environmental sciences (13th ed.). Dubuque, IA: McGraw Hill College.

Jickling, B. & Sterling, S. 2017. Post-Sustainability and Environmental Education: Remaking Education for the Future. London: Springer.

Pinn. D. 2018. Environmental Education: Perspectives, Challenges and Opportunities. New York: Nova Science Publisher.

Sobel. D. 2014. Place-Based Education: Connecting Classrooms and Communities.London: Orion Magazine.

Sterling, S. & Huckle, J. 2014. Education for Sustainability (3rd edition). London: Taylor and Francis.

GGGR6233 Sistem dan Amalan dalam Pendidikan Sains

Aliran terkini dalam pendidikan sains menuntut anjakan dalam amalan P & P yang realiti bilik darjah yang sebenar. Kursus ini direka bentuk untuk mendedahkan kepada pelajar berhubung pembinaan teori-teori baru yang seiring dengan perkembangna aliran ilmu masa kini. Di dalam menjayakan perbincangan, penekanana diberikan kepad implikasi yang dizahirkan daripada teori-teori yang dikemukakan. Oleh itu, sekuan pengajaran dan pembelajaran yang keheren dengan teori-teori tersebut akan dikemukakan dan analisis akan dilakukan untuk menentukan sejauh mana teori tersebut dapat diaplikasikan dengan perkembangan kekangan serta amalan pendidikan sains di Malaysia.

GGGR6233 System and Practice in Science Education

The latest trend in science education requires a shift in approaching teaching and learning in the classrooms. This course is designed to expose students to the development of new theories in line with current educational development in knowledge and the sciences. Emphasis is given on discussion and discourses on the implications of these theories especially in the teaching and learning sequence and its coherence with the theories. Analyses on the coherency will impart on improvement and reevaluation as well as recognition of their limitation in educational practice within science education.

Bacaan Asas/ Basic Reading

Kamisah Osman & Lilia Halim (Pyt.). (2016). Trend dalam Penyelidikan Pendidikan Sains. Bangi: Penerbit UKM

Kementerian Pelajaran Malaysia. (2012). Pelan Pendidikan Pembangunan Malaysia 2013-2025. Kementerian Pendidikan Malaysia. Kuala Lumpur

Lilia Halim. (2013). Pendidikan Sains dan Pembangunan Masyarakat Berliterasi Sains. Bangi: Penerbit UKM

Taber, K.S. & Akpan, B. (2017). Science Education: An international course Companion. Netherlands: Sense Publishers

T. Subahan Meerah & Lilia Halim (Pyt.) (2014). Pengajaran dan Pembelajaran untuk pelajar terpinggir. Bangi: Penerbit UKM.

GGGR6243 Pemikiran Tinggi dalam Pendidikan Sains

Kursus ini bertujuan untuk menganalisis isu dan pemikiran-pemikiran dalam pendidikan sains berasaskan model dan paradigma ilmu. Pemikiran ini akan disalurkan dalam bentuk berwacana untuk memahami budaya saintifik di era pasca modenisasi dan globalisasi. Model dan paradigma berfikir saintifik ini seterusnya akan diaplikasi ke arah mewujudkan keharmonian dengan fitrah insan ke arah melahirkan kehidupan yang sejahtera. Fokus akan diberikan kepada perbandingan dan sinergi pemikiran dalam tamadun-tamadun dunia merentasi ideologi dan agama. Kursus akan dilaksanakan secara gabungan kaedah kuliah, kajian kes, penulisan dan perbincangan ilmiah.

GGGR6243 Advanced Thinking in Science Education

The aim of this course is to analyse issues and thinking in science education based on model and paradigm of knowledge. Thinking will be made elicit by academic discourse in order to understand scientific culture in post modernisation and globalization era. Scientific thinking and paradigm model will then be applied towards creating harmony in oneself. Focus will be on comparison and thinking sinergy in world civilisation across religion and ideology. Course content will be implemented through lecture, case study, writing and academic discourses.

Bacaan Asas/ *Basic Reading*

Bassham, G., Irwin, W., Nardone, H., Wallace, J.M. 2015. Critical thinking. Boston: McGraw Hill.

Robertson. S.I. 2012. Problem solving. Sussex: Psychology Press

Sternberg, R.J. 2013. Thinking style. Cambridge: Cambridge University Press

NCREL and Meteri Group. 2013. enGauge 21st Century Skills: Literacy in the Digital Age. Los Angeles: NCREL and Meteri

The International Journal of Thinking Skills and Creativity.

GGGR6253 Seminar Sains Sejagatan

Kursus ini menekankan disseminasi hasil-hasil kajian terkini dalam pendidikan sains tempatan mahupun global. Di dalam menjayakannya, perbincangan (yang dijalankan dalam bentuk seminar) akan tertumpu kepada teori-teori yang relevan dalam pendidikan sains serta bagaimana teori-teori tersebut dijadikan asas dalam menonjolkan permasalahan P&P sains. Secara tidak langsung, pendekatan kajian sama ada secara kuantitatif mahupun kualitatif turut ditekankan.

GGGR6253 Seminar on Global Sciences

This course focuses on the dissemination of findings generated from the latest local as well as international science education research. In implementing this course, discussion will mainly concentrate on theories, which are relevant to science education, as well as how those theories could be used as basis in signifying problems pertaining to science teaching and learning.

Bacaan Asas/ *Basic Readin*

Bennet, J. 2014. On teaching Science: Principles and strategies that every educator should know. Colorado: Big Kids Science

Kamisah, O. & Lilia. H. 2016. Trend penyelidikan sains di Malaysia. UKM Bangi: Penerbit UKM.

Lang, J.M. 2016. Small teaching: Everyday lessons for science of learning. New York: Jossey Bass

Marzano, R.J. 2016. The new arts and science of teaching: More than fifty new instructional strategies for academic success. Bloomington: Solution Times Press

W.Harlen 2015. Teaching science for understanding in elementary and middle schools. USA: Heinemann.

GGGR6263 Pendidikan Sains, Teknologi dan Keusahawanan

Kursus ini membincangkan perkara-perkara yang berkaitan bagaimana usahawan saintis berfikir termasuklah ciri-ciri personaliti saintis yang inovatif dan pemikiran saintifik yang dipraktis dalam proses mereka cipta idea atau produk. Kursus ini juga mengaitkan kemahiran berfikir usahawan saintis dengan langkah kemahira proses sains, orientasi keusahawanan, model penyelesaian dan langkah-langkah rekacipta. Kurikulum sains yang mengintegrasikan orientasi keusahawanan serta pengajaran dan pembelajaran yang bersesuaian dibincangkan. Di samping itu, kemahiran menilai ke pasaran produk yang direkacipta akan turut dibincangkan.

GGGR6263 Science, Technology and Entrepreneurship Education

This course discusses on how entrepreneurial scientist think especially on their scientific personality traits in creating innovative ideas or product. This course relates to the thinking skills of entrepreneural scientist in charting out scientific paths as well as processes, orientation, and models in search for solutions. The course also discusses the science and curriculum that integates entrepreneurship orientation in the teaching and learning methods. Evaluation skills on product marketing are also included in the discourse.

Bacaan Asas/ *Basic Reading*

Johnson, C.C., Peters-Burton, E.E. & Moore, T. 2016. STEM Road Map: A framework for integrated STEM education. Routledge: New York.

KPM, 2015. *Pertimbangan dasar 60:40*. Putrajaya: Kementerian Pendidikan Malaysia

Mohamad Sattar Rasul, Faszly Rahim, Lilia Halim, Zanaton Ikhsan & Kamisah Osman. 2018. Modul Bitara STEM: *Komuniti Pintar Sains* Penerbit UKM: Bangi

Myers, A. & Berkowicz, J. 2015. The STEM shift: A guide for schoole leaders, Corwin, California

Wagner, T. 2015. *Creating Innovators: The making of young people who will change the world*, Scribner: New York

Kursus Pilihan/ *Elective Courses*

GGGB6323 Analisis Data

Kursus ini bertujuan memberi pengetahuan dan kemahiran tentang penganalisisan data, apabila pelajar berhadapan dengan satu set data. Keperluan menganalisis termasuk kemahiran menggunakan pakej SPSS, penguasaan konsep-konsep statistik yang terlibat dan kemahiran merekabentuk suatu kajian. Kandungan kursus ini meliputi: Pengenalan tentang data dan SPSS; Mereka bentuk kajian; Membina borang untuk kajian; Mentafsir data; Ringkasan data; Menukar skema kod dan Statistik inferens.

GGGB6323 Data Analysis

This course aims at imparting the knowledge and skills in data analysis when students are given a set of data. Requirements for analysis will include skills in using the SPSS package, statistical concepts as well as skills in research design. The content of this course includes: Introduction to the data and SPSS; Research Designing, Constructing forms for research; Data Interpretation, Data Summary; Changing Code Schema and Inferential Statistics.

Bacaan Asas/ *Basic Reading*

Alias Baba. 1992. *Statistik penyelidikan dalam pendidikan dan sains sosial.* Bangi: Penerbit Universiti Kebangsaan Malaysia.

Bobbie, E. 1993. *The practice of social research*. 6th Ed. Belmont, CA: Wadsworth.

Grimm, J.W. & Wzniak, P.R. 1993. *Basic social statistics and quantitative research methods: a computer assisted introduction*. Belmont, CA: Wadsworth.

Henderson, J. & Fisher, M. 1993. *SPSS made simple*. Belmont, CA: Wadsworth.

GGGB6333 Teori dalam Pengukuran dan Penilaian

Kursus ini bermula dengan sejarah dan seterusnya memperkenalkan berbagai-bagai teori dalam pengukuran dan penilaian. Teori-teori ini dijadikan asas dalam pemilihan pelbagai instrumen yang digunakan dalam penyelidikan, pendidikan, latihan dan bimbingan seperti ujian kecerdasan, ujian personaliti, ujian pencapaian dan ujian bakat. Penekanan juga diberi kepada cara-cara pentadbiran, pemberian markah dan penafsiran hasil ujian-ujian tersebut.

GGGB6333 Theory of Measurement and Evaluation

Beginning the course with its history, it develops in imparting the various theories encompassing measurement and evaluation. Using these theories as basis, various types of instruments used in research, education and guidance such as IQ test, personality test as well as the achievement test. Emphasis will also be given on the administration of the tests, awarding of marks, and interpreting test results.

Bacaan Asas/ *Basic Reading*

Furr, R.M. & Bacharach, V.R. (2017). *Psychometric: An Introduction*. (3rd ed). London : SAGE.

Wu, G. & Tam, H.P. (2016). Educational Measurement for Applied Research. Singapore: Springer

Kline, R.B. (2015). *Principles and Practice of Structural Equation Modeling (Methodology in the Social Sciences)*. (4rd Ed.). New York: The Guilford Press.

Thorndike, R.M & Thorndike, T.M. (2014). *Measurement and Evaluation in Psychology and Education.* (8th Ed.). England: Pearson New International Edition

Bond, T. G., & Fox, C. M. (2015). *Applying the Rasch model: fundamental measurement in the human sciences*. New Jersey: Routledge.

GGGB6423 Psikologi Silang Budaya

Kursus ini bertujuan memberi kefahaman tentang konteks budaya dalam perhubungan serta isu-isu yang berkaitan secara global dan juga tempatan. Fokus utama kursus ini ialah memberi pengertian kepada pelajar tentang makna kepelbagaian budaya, teori di sebalik kepelbagaian budaya, tren dalam masyarakat yang berasaskan budaya, serta kemahiran-kemahiran yang diperlukan untuk memahami, berfungsi dan membantu dalam masyarakat pelbagai budaya. Antara topik-topik yang disentuh ialah konsep- konsep psikologi seperti sikap, nilai, kepercayaan dan perspektif, kepelbagaian manusia berasaskan demografi seperti umur, jantina, etnik, bahasa, status dan perbezaan fizikal, serta caragaya hidup seperti dinamika kelompok, keluarga, dan komuniti. Selain dari itu, pelajar juga dilatih dengan kemahiran-kemahiran dan etika yang diperlukan untuk memahami, berinteraksi dan seterusnya membantu dalam masyarakat pelbagai budaya.

GGGB6423 Cross Cultural Psychology

This course focuses on the cultural context in looking at relationships and related local as well as global issues. The main focus is on the meaning of cultural diversity, the underlying theories, trends in society based on culture, the requirement of skills to understand, function and help in a plural and diverse society. Among topics imparted are; psychological concepts such as attitude, values, beliefs, perspectives and diversity based on demography such as gender, ethnicity, language, status and physical differences, as well as life-styles such as the dynamics in groups, families and the community. Students will also be taught skills and ethics to understand, interact and to help in a diverse society.

Bacaan Asas/ *Basic Reading*

Derald Wing Sue, David Sue. 2007. *Counseling the culturally diverse: theory and practice.* New York : John Wiley & Son.

Heesoon Jun. 2009. *Social justice, multicultural counseling and practice : Boyond a conventional approach.* Thousand Oaks, CA: Sage Publication.

Wanda M.L.Lee. 2007. *Introduction to multicultural counselingfor helping professionals.* New York: Routledge.

GGGB6713 Hubungan Membantu

Kursus ini bertujuan memperkenalkan pelajar tentang perkara-perkara penting dalam hubungan membantu. Antara topik-topik yang dibincangkan adalah elemen asas dalam kaunseling iaitu: hubungan kaunselor-klien, tahap-tahap dalam kaunseling, proses kaunseling, dan kemahiran-kemahiran kaunseling. Fokus kursus ini ialah terhadap melatih pelajar dengan kemahiran-kemahiran asas kaunseling dan kemahiran lanjutan kaunseling serta menyediakan mereka dengan keperibadian yang sesuai dengan profession kaunseling. Pelajar digalakkan berbincang tentang pemerhatian, pengalaman, dan pembacaan mereka berkaitan sesuatu konsep kemahiran kaunseling. Pelajar akan menjalankan latihan amali berkaitan kemahiran-kemahiran kaunseling di dalam makmal kaunseling dibawah bimbingan pensyarah. Personaliti seorang kaunselor atau ciri-ciri kaunselor yang berkesan serta aspek silang budya (cross-culture) juga akan dibincangkan.

GGGB6713 Helping Relationships

This course is an introduction to matters vital in a helping relationship. Among topics that will be discussed are basic elements in counselling which include counsellor-client relationship, stages in counselling, counselling processes, and counselling skills. The course focuses on training students with the basic and advanced skills in counselling besides guiding them with pre-requisite personalities in the profession. Students are encouraged to discuss on their observations, experience and related readings. Students will undergo their practical training in counselling laboratories under the guidance of lecturers. Other pertinent topics discussed are on attributes, traits and personalities for effective counselling and aspects on cross-culture in counselling.

Bacaan Asas/ *Basic Reading*

Amla Salleh, Zuria Mahmud & Salleh Amat 2006. *Kaunseling sekolah*. Bangi: UKM. Bangi

Brammer, L.M. & MacDonald, G. 2003. *The helping relationship: process and skills* (8th Ed). New York: Allyn & Bacon

Corey, G. 2005. *Theory and practice of counseling and psychotherapy*. Pacific Grove, CA.: Thomson Brooks/Cole

Robert L. Gibson, Marianne H. Mitchell. 2002. *Introduction to counseling and guidance* (6th. Edition). Boston: Prentice Hall.

Ivey, A.E. & Ivey, M. B. 2002 I*ntentional interviewing and counseling facilitating client development in a multicultural society*. Pacific Grove, CA.: Wadsworth Publishing

GGGE6583 Kajian Bebas

Pelajar boleh mengambil kursus ini hanya setelah selesai menjalani semester pertama pengajiannya dan setelah mendapat nasihat serta persetujuan dari penyelia. Fokus utama kursus ini adalah bagi melengkapkan pengetahuan atau meningkatkan tahap kesediaan pelajar ke arah menyediakan satu cadangan tesis yang terperinci, atau menyelesaikan mana-mana aspek penyediaan tesis. Jenis tugasan akan dikenal pasti dan ditentukan bersama oleh pelajar dan penyelianya.

GGGE6583 Independent Study

Students can choose to do this course with the agreement of his/her supervisor and after the successful completion of the first semester. The main focus is to provide students with the required knowledge and skill in preparing a proposal for research, or to complete parts of a thesis to be determined between student and supervisor.

GGGE6663 Pengajaran dan Pembelajaran Bantuan Komputer

Kursus ini memberi pendedahan kepada pelajar tentang proses mereka bentuk sistem pengajaran yang melibatkan penggunaan komputer dalam pendidikan. Kursus ini juga akan menghuraikan teori pengajaran dan pembelajaran secara am dan aplikasi teori tersebut dalam pembangunan perisian pendidikan serta metodologi Pengajaran dan Pembelajaran Bantuan Komputer (PPBK). Pelajar juga diberi pendedahan tentang proses yang terlibat dalam pembangunan perisian PPBK dan strategi penggunaan perisian tersebut dalam proses pengajaran dan pembelajaran.

GGGE6663 Computer Aided Teaching and Learning

The course exposes students on the teaching system design process that uses computer in education. The course also describes the teaching and learning theories and their applications in the development of educational courseware. The students are also exposed to courseware development process and various strategies in the applications of the courseware in teaching and learning.

Bacaan Asas/ *Basic Reading*

Alessi, S. M. & Trollip, S.R. 2001. *Multimedia for learning: methods and development* Ed. Ke 3. Boston: Allyn and Bacon.

Jonassen, D. H. 2000. *Computers as mindtools for school: engaging critical thingking.*New Jersey: Prentice-Hall.

Lasley II, T. J. 2002. *Instructional models: strategies for teaching in a diverse society.* Canada: Wadsworth Thomson Learning.

Norton, P. & Wiburg, K. M. 2003. *Teaching with technology: designing opportunities to learn,* 2nd. Ed. Canada: Thomson Wadsworth.

Rozinah Jamaludin. 2000. *Asas-asas multimedia dalam pendidikan.* Kuala Lumpur: Utusan Publications.

Shelly, G. B. et al. 2004. *Teachers discovering computers: integrating technology in the classroom.* 3rd. Ed. Canada: Thomson Course Technology.

Sarjana Pendidikan dalam Pendidikan Perniagaan dan Keusahawanan

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang pendidikan perniagaan dan keusahawanan.
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang pendidikan perniagaan dan keusahawanan.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang pendidikan perniagaan dan keusahawanan dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal dalam perkhidmatan kepada pelbagai pihak terutamanya dalam bidang pendidikan perniagaan dan keusahawanan.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang pendidikan perniagaan dan keusahawanan sama ada melalui penulisan atau percakapan.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas, penyebaran pengetahuan dan maklumat berkaitan bidang pendidikan perniagaan dan keusahawanan melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi penyelesaian masalah berkaitan bidang pendidikan perniagaan dan keusahawanan.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu pendidikan perniagaan dan keusahawanan.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang pendidikan perniagaan dan keusahawanan.
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang pendidikan perniagaan dan keusahawanan.
11. Mengamalkan nilai etika dan profesional berkaitan bidang pendidikan perniagaan dan keusahawanan bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGC6343	Pengurusan Enterprais Kecil Dan Sederhana
GGGC6393	Pemikiran Kreatif dan Inovasi Keusahawanan
GGGC6253	Asas-asas Teori Pembangunan Usahawan
GGGU6313	Keusahawanan Sosial

GGGU6113	Pemasaran Keusahawanan

Kursus Elektif Bidang Pengkhususan

GGGC6363	Pengurusan Koperasi, Kelab dan Persatuan
GGGC6293	Pengurusan Kewangan Bagi Usahawan
GGGC6333	Keusahawanan dari Perspektif Islam

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Business and Entrepreneurship Education

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of business and entrepreneurship education.*
2. *Analysing information in the problem-solving process based on analytical skills related to business and entrepreneurship education.*
3. *Applying practical skills appropriate to the field of business and entrepreneurship education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of business and entrepreneurship education.*
5. *Applying effective communication skills in disseminating information within the field of business and entrepreneurship education either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of business and entrepreneurship education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to business and entrepreneurship education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to business and entrepreneurship education.*
9. *Applying personal skills through lifelong learning management and committed business and entrepreneurship education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of business and entrepreneurship education.*
11. *Practicing ethical and professional values related to business and entrepreneurship education to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGC6343	*Small and Medium Enterprise Management*
GGGC6393	*Creative and Innovative Thinking in Entrepreneurship*
GGGC6253	*Fundamentals of Entrepreneur Development Theory*
GGGU6313	*Social Entrepreneurship*
GGGU6113	*Entrepreneurial Marketing*

Elective Course in Specialisation

GGGC6363	*Co-operatives, Clubs and Associations Management*
GGGC6293	*Financial Management for Entrepreneurs*
GGGC6333	*Entrepreneuship from an Islamic Perspectives*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan*/References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan*/References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGC6343 Pengurusan Enterprais Kecil dan Sederhana

Kursus ini memperkenalkan perkara-perkara penting yang berkaitan dalam penubuhan dan pengendalian industri kecil dan sederhana. Perkara pokok yang diberi tumpuan adalah berkaitan dengan faktor-faktor penting dalam pengendalian serta pengurusan perniagaan industri kecil dan sederhana. Ia merangkumi aspek organisasi perniagaan, perancangan perniagaan, pengurusan sumber manusia, pengurusan kewangan dan pemasaran hasil-hasil perniagaan. Kepentingan perniagaan ini dalam pembangunan ekonomi sesebuah negara dan hal-hal yang berkaitan dengan kelancaran perjalanan perniagaan di era globalisasi turut dibincangkan. Pelajar juga dilatih membina satu modul program pendidikan dan latihan keusahawanan mengikut keperluan pengguna.

GGGC6343 Small and Medium Enterprise Management

The course introduces the essential aspects in establishing and managing small and medium industries. It focuses on the important aspect on how to manage small and medium businesses, covering business organization, business planning, human resource and financial management, and product marketing. The important role of the small and medium businesses venture in the national economic growth as well as its importance in today's era of globalization are also discussed. Students will be trained to construct a module for entrepreneurship training and education program based on the needs of the consumers.

Rujukan*/References*

Durst, S., & Henschel, T. (2022). Crisis management for small and medium-sized enterprises (SMEs). London: Springer Cham.

Matt, D.T., Modrák, V., & Zsifkovits, H. (2020). Industry 4.0 for SMEs. London: Palgrave Macmillan Cham.

Mazzarol, T., & Reboud, S. (2020). Small business management. Singapore: Springer Nature Singapore Pte Limited.

Thrassou, A., Vrontis, D., Weber, Y., Riad Shams, S.M., & Tsoukatos, E. (2020). The changing role of SMEs in global business. London: Palgrave Macmillan Cham.

Touriki, F.E., Belhadi, A., Kamble, S., & Benkhati, I. (2022). Sustainable excellence in small and medium sized enterprises: Continuous improvement approaches that matter. Singapore: Springer Nature Singapore Pte Limited.

GGGC6393 Pemikiran Kreatif dan Inovasi Keusahawanan

Kursus ini dibahagikan kepada 3 bahagian: Pertama, Teori sains kognitif yang menjadi asas kepada pemahaman bagaimana minda manusia berfikir. Kedua, Aplikasi teori berfikir dalam 3 aspek iaitu pemikiran keusahawanan, pembangunan perniagaan dan pendidikan keusahawanan. Perbincangan bagaimana aplikasi ini dibuat merujuk kepada beberapa pandangan ahli fikir seperti Tony Buzan, Edward De Bono, B.K. Beyer dan lain-lain. Disamping itu, penggunaan alat-alat berfikir kritis dan kreatif seperti peta minda, CoRT, penyoalan dan lain-lain teknik baru akan dibincangkan. Ketiga, perbincangan tentang projek inovasi keusahawanan untuk memajukan perniagaan baru melalui strategi pemasaran, strategi pengurusan, pembangunan produk baru dan pengurusan kewangan. Tumpuan perbincangan ialah kepada kreativiti dan inovasi dalam penciptaan perniagaan. Diakhir kursus, pelajar dikehendaki menyediakan tugasan atau projek yang berkaitan dengan kreativiti dan inovasi perniagaan.

GGGC6393 Creative and Innovative Thinking in Entrepreneurship

This course is divided into three areas. First, theory of cognitive science as the foundation of how people think. Second, applications of thinking theory in three aspects such as entrepreneurial thinking, business development and entrepreneurship education. Discussions on how these applications are made with reference to Tony Buzan, Edward De Bono, B.K. Beyer and others. Besides, the use of thinking tools such as mind mapping, CoRT, questioning techniques and others will also be discussed. Third, analysis on innovative entrepreneurship project for business success through marketing strategies, management strategies, product development and financial management will also be done. Emphasis will be given on the creative and innovative aspects of those business creations. Finally, students will be required to prepare a task or project related to the course topic.

Rujukan*/References*

Adair, J. 2019. The Art of Creative Thinking: How to be Innovative and Develop Great Ideas. US, Kogan Page.

Diamond, A.M. 2019. Openness to Creative Destruction: Sustaining Innovative Dynamism. UK, Oxford University Press

Mehregary, M. 2017. Innovative for Engineers: Developing Creative and Entrepreneurial Success. USA, Springer

Norasmah Othman, Rosilah Hassan dan Wan Mimi NorDiyana Wan Zaki. 2017. Pendidikan Asas Keusahawanan. Bangi, Penerbit UKM.

Patrick M.B. and Constantine A. 2017. Managing Change, Creativity and Innovation. SAGE Publications Ltd. USA.

GGGC6253 Asas-Asas Teori Pembangunan Usahawan

Kursus ini dibahagikan kepada 4 bahagian: (1) Pengenalan kepada pembentukan usahawan di Malaysia dan definisi usahawan (2) Teori-teori pembangunan usahawan dan (3) Model-model pendidikan keusahawanan (4) Perkembangan-perkembangan usahawan di Malaysia-francais, aktiviti-aktiviti MECD, kurikulum pendidikan keusahawanan di Malaysia dan lain-lain. Sepanjang kelas dijalankan, pendekatan P & P berpusatkan pelajar seperti perbincangan kelas, pencarian maklumat dan pembentangan dalam seminar digunakan. Di akhir kursus, pelajar dikehendaki menyediakan tugasan atau projek yang berkaitan bahagian-bahagian yang dibincangkan dalam kelas.

GGGC6253 Fundamentals of Entrepreneur Development Theory

This course has four different parts: 1) Introduction to the development of entrepreneurs in Malaysia and the definition of entrepreneurs; 2) Theories and models of entrepreneurship development and 3) Theories and models of entrepreneurship education and 4) The development of entrepreneurship in Malaysia through agencies such as Franchise, Ministries activities, entrepreneurship education curriculum in Malaysia by MOE and others. Throughout the course, teaching and learning based on student-centered approach will be used such as classroom discussion, information search and seminar presentations. At the end of the course, students will have to produce assignments and projects related to the topics discussed in the class.

Rujukan/*References*

Hisrich, R, Peters, M. dan Shepherd, D. 2020. Entrepreneurship. UK, McGraw-Hill Education.

Kuratko, D.F. 2019. Entrepreneurship: Theory. Process and Practice. South Western College Publisher: USA.

Neck, H.M. dan Neck, C.P. 2017. Entrepreneurship: The Practice and Mindset. SAGE Publications, Inc.

Nor Aishah Buang. 2017. Analisis Teori dan Model Keusahawanan. Bangi, Penerbit UKM.

Norasmah Othman, Rosilah Hassan dan Wan Mimi Diyana Wan Zaki. 2017. Pendidikan Asas Keusahawanan. Bangi, Penerbit UKM.

GGGU6313 Keusahawanan Sosial

Kursus ini memperkenalkan konsep dan amalan keusahawanan sosial. Keusahawanan sosial merupakan satu bidang perniagaan yang mengkaji amalan dalam mengenal pasti, memulakan dan mengembangkan matlamat bukan berorientasikan keuntungan melalui penyelesaian sosial secara inovatif. Kursus ini dibentuk bagi memberikan pengalaman pembelajaran yang relevan dalam meningkatkan pemahaman pelajar untuk mendalami matlamat ke arah penciptaan nilai ekonomi dan sosial secara mampan kepada golongan terpinggir. Maka penting bagi pelajar memahami peluang dan cabaran dalam landskap ekonomi baru ini. Melalui pendekatan menerusi sesi dialog, jemputan penceramah, perbincangan kajian kes, kuliah, dan pembentangan, akan mendorong pelajar berfikir secara strategik dengan menggunakan peluang sedia ada untuk memupuk minda keusahawanan sosial melalui pelbagai model keusahawanan sosial. Akhir sekali, rancangan perniagaan perusahaan sosial akan digunakan supaya pelajar dapat mengadaptasi segala pengetahuan dan kemahiran dalam membangunkan sebuah perusahaan sosial yang berskala besar dan berdaya maju.

GGGU6313 Social Entrepreneurship

This course introduces the basic concepts and applications of social entrepreneurship. Social entrepreneurship is a field of business which examines the identification, initiation and development of non-profit goals through innovative social interventions. This course is developed to provide relevant learning experience for students to increase their understanding towards the creation of sustainable economic and social values for marginalized people. It is thus important for students to be understood of the opportunities and challenges present in this new economic landscape. Through approaches such as dialogue sessions, invited speakers, case study discussion, lectures and presentations, students will be encouraged to think strategically and to use the opportunities available to nurture an entrepreneurial mindset through social enterprise business models. Finally, a social entrepreneurship business plan will be implemented so that students will be able to apply all their knowledge and skills to develop a feasible and large-scale social enterprise.

Rujukan/*References*

Archana Singh & Edakkandi Meethal Reji. (2020). Social entrepreneurship and sustainable development. New York: Routledge.

Kickul, J. & Lynos. (2020). Understanding social entrepreneurship: The relentless pursuit of mission in an ever changing world (3rd ed.). New York: Routledge.

S. Sergi, B., C. Scanlon, C. & R. I. Heine, L. (2021). Entrepreneurship for social change. UK: Emerald Publishing Limited.

Thomas, H. & Joshi, H. (2021). Asia's social entrepreneurs: Do well, do good...do sustainably. UK: Taylor & Francis Limited.

Zeyen, A. & Beckmann, M. (2019). Social entrepreneurship and business ethics: Understanding the contribution and normative ambivalence of purpose-driven venturing. New York: Routledge.

GGGU6113 Pemasaran Keusahawanan

Kursus ini bertujuan mendedahkan kepada pelajar tentang konsep dan fungsi pemasaran dalam perniagaan. Pelajar akan mempelajari tentang teori-teori pemasaran terkini dan bagaimana strategi pemasaran yang berkesan menjadi pemangkin kepada kejayaan sesebuah perniagaan. Pelajar akan dibimbing dan didedahkan kepada prinsip, kaedah, dan teknik-teknik analisis pemasaran keusahawanan serta pembangunan strategi daya saing perniagaan. Pengajaran dan pembelajaran akan dilaksanakan dalam bentuk pengalaman pembelajaran, pembelajaran berasaskan masalah, dan aktiviti-aktiviti kerja berpasukan. Diakhir kursus, pelajar dikehendaki menyediakan tugasan atau projek yang berkaitan dengan strategi pemasaran keusahawanan.

GGGU6113 Entrepreneurial Marketing

This course aims to reveal to students the concept and function of marketing in business. Students will learn about the latest marketing theories and how effective marketing strategies are the catalyst for the success of a business. In addition, students will be guided and exposed to the principles, methods, and techniques of entrepreneurial marketing analysis and the development of business competitiveness strategies. Teaching and learning will be implemented through learning experiences, problem-based learning, and teamwork activities. At the end of the course, students are required to prepare assignments or projects related to entrepreneurial marketing strategies.

Rujukan*/References*

Edwin J. Nijssen. 2022. Entreprenurial Marketing: How To Develop Customer Demand. Third Avenue, New York, Routledge.

Kuratko, D.F. 2019. Entrepreneurship: Theory. Process and Practice. South Western College Publisher: USA.

Mehregary, M. 2017. Innovative for Engineers: Developing Creative and Entrepreneurial Success. USA, Springer.

Nor Aishah Buang. 2017. Analisis Teori dan Model Keusahawanan. Bangi, Penerbit UKM.

Patrick M.B. and Constantine A. 2017. Managing Change, Creativity and Innovation. SAGE Publications Ltd. USA.

GGGC6363 Pengurusan Koperasi, Kelab dan Persatuan

Kursus ini bertujuan untuk memberi pendedahan kepada pelajar tentang aspek pengurusan koperasi dan organisasi bukan bermotifkan keuntungan. Beberapa perkara yang berkaitan aspek pengurusan juga dibincangkan meliputi sejarah penubuhan koperasi, kelab dan persatuan, akta dan undang-undang koperasi, kelab dan persatuan. Ia juga mengupas serta membincangkan masalah dan budaya pengurusan koperasi, kelab dan persatuan. Beberapa perkara yang berkaitan pengurusan koperasi seperti penubuhan dan pendaftaran, undang-undang, pengurusan dan laporan kewangan dan prosedur mesyuarat turut dibincangkan dengan membuat perbandingan dengan organisasi bukan untung seperti kelab dan persatuan.

GGGC6363 Co-operatives, Clubs and Associations Management

This course aims to introduce and expose students regarding the aspect and functionality of co-operatives, clubs, associations as well other non- profit organizations. The discussion to be focused on various aspects in management including the history and development of cooperatives, clubs and associations, and also the rules and regulations. It also discuss on issues when managing cooperatives, clubs and associations. A detail discussion will be discussed by comparing between co-operatives, clubs and associations regarding the management, financial report and the registrations.

Rujukan*/References*

Altman, M., Jensen, A., Kurimoto, A., Tulus, R., Dongre, Y., & Jang, S. (2020). Waking the Asian Pacific co-operative potential. US: Academic Press.

Ashton, D., Reid, P.W., & Snaith, I. (2020). Ashton & Reid on clubs and associations. UK: Bloomsbury Publishing.

Barrows, C., & Robinson, M. (2018). Club management. UK: Goodfellow Publishers Limited.

Pellegrini-Masini, G. (2020). Wind power and public engagement. UK: Taylor and Francis.

Roelants, B., Eum, H., Esim, S., Novkovic, S., & Katajamäki, W. (2019). Cooperatives and the world of work. UK: Taylor and Francis.

GGGC6293 Pengurusan Kewangan bagi Usahawan

Kursus ini bertujuan untuk mengupas dan membincangkan masalah dan budaya pengurusan kewangan khususnya dalam kalangan usahawan bumiputera. Beberapa perkara yang berkaitan pengurusan kewangan juga dibincangkan meliputi isu dan kepentingan pengurusan kewangan, peramalan, perancangan dan pengawalan, modal kerja, analisis kewangan dan ramalan, pengurusan modal dan teknik perbelanjaan modal, pengurusan tunai dan sekuriti boleh pasar, pengurusan kredit dan inventori, campuran pembiayaan, dasar dividen, pembentukan rancangan perniagaan, pengurusan belanjawan dan analisis rancangan perniagaan. Gaya penyampaian pembelajaran yang sesuai untuk setiap topik diberi penekanan utama. Pelajar juga diberi pendedahan tentang kajian-kajian lepas dalam amalan pengurusan kewangan dalam kalangan peniaga berdasarkan projek yang dijalankan.

GGGC6293 Financial Management for Entrepreneurs

This course aims to explore and discuss the problem and financial management culture specifically among bumiputera entrepreneur. Several topics related to financial management are discussed that includes issues and importance of financial management, forecasting, planning and control, working capital, financial analysis and forecasting, capital management and capital expenditure techniques, cash management and marketable securities, credit and inventory management, financing mix, dividend policy, business plan formation, budget management and business plan analysis. Learning delivery styles that suite with certain topic will be enforced. Previous research also exposed to students regarding financial management practices among entrepreneurs based on the project conducted.

Rujukan*/References*

Bakth, H. (2020). Kualiti, pemegang saham dan pengurusan risiko dalam pengurusan projek pembinaan. UK: Kiddle Edition.

Da Rin, M., & Hellmann, T. (2020). Fundamentals of entrepreneurial finance. New York: Oxford University Press.

Di Pietro, F. (2020). Crowfunding for entrepreneurs: Developing strategic advantage through entrepreneurial finance. London: Routledge.

Lam, S. M., & Vega, G. (2021). Entrepreneurial finance: Concepts and cases (2nd edition). New York: Routledge.
OECD. (2020). Financing SMEs and entrepreneurs 2020: An OECD scoreboard. Paris: OECD Publishing.

GGGC6333 Keusahawanan dari Perspektif Islam
Entrepreneuship from an Islamic Perspectives
Kursus ini akan melihat segala aspek berkaitan keusahawanan dari perspektif islam semenjak zaman sebelum Rasullallah SAW sehingga masa kini. Perbincangan akan meliputi segala perkara berkaitan prinsip, peraturan, teori dan pengurusan aktiviti keusahawanan dari kaca mata Islam. Contoh-contoh usahawan Islam yang terkenal dahulu dan sekarang serta kedudukan peniaga Islam turut dibincangkan.

GGGC6333 Entrepreneuship from an Islamic Perspectives
This course will look on the entrepreneurial aspects from Islamic perspectives from the time before Rasulullah PBUH until present. Discussion will be covering principles, rules, theory and their entrepreneurial management activities from an Islamic point of view. Examples of famous past and present time islamic entrepreneurs and their positions will be discuss.

Rujukan*/References*
Abdul Rafay. (2019). Handbool of Research on theory and practice of global Islamic finance.UK: IGI Global.
Al-Shammari, M., Farooq, M. O., & Masri, H. (2020). Islamic business administration. UK: Bloomsbury Publishing.
Khatijah Omar, Muhammad Abi Sofian Abdul Halim, & Noorhaslinda Kulub Abd. Rashid. (2018). Usahawan Muslim era millenium. Terengganu: Penerbit Universiti Malaysia Terengganu.

Nuradli Ridzwan Shah Mohd Dali, Jamal Abdul Nassir Shaari, & Asmaddy Haris. (2018). Islamic entrepreneurship. Negeri Sembilan, Malaysia: Penerbit USIM.
Stefan, R. (2020). Business in Islam. US: Wipf & Stock Publishers.

GGGA6083 Cadangan Penyelidikan
Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*
This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*
DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.
Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.
Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.
Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.
Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.
Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan (Pengukuran dan Penilaian)

Tujuan pengkhususan

1. Membolehkan pelajar menguasai teori dan kemahiran dalam bidang pengukuran dan penilaian.
2. Membolehkan pelajar beroperasi dalam pelbagai situasi yang berkaitan dengan profesion.
3. Merancang aktiviti penilaian sesuatu program pendidikan dan bimbingan.

Kursus Teras Fakulti (13 unit)

GGGB6012	Penulisan Akademik I
GGGB6022	Penulisan Akademik II
GGGB6013	Kaedah Penyelidikan I
GGGB6023	Kaedah Penyelidikan II
GGGC6033	Isu-isu Pendidikan di Malaysia

Kursus Pengkhususan (15 unit)

GGGB6323	Analisis Data
GGGB6333	Teori dalam Pengukuran dan Penilaian
GGGB6453	Amalan Dalam Pengukuran dan Penilaian
GGGB6533	Perancangan Dalam Pengukuran dan Penilaian
GGGB6543	Penyelidikan Dalam Penilaian
GGGB6743	Penilaian Program

Kursus Pilihan (Program C: 6 unit)

Mana-mana dua kursus di peringkat siswazah daripada bidang lain tertakluk kepada persetujuan penyelia, atau mana-mana satu kursus jika mengambil GGGE6583 Kajian Bebas.

Tesis (Program B: 12 unit)

Projek Penyelidikan (Program C: 6 unit)

GGGE6673	Kertas Projek I
GGGE6683	Kertas Projek II

Master Of Education (Measurement and Evaluation)

Purpose

The aims of this specialization are to ensure students:

1. *To enable students to master the theories and skills in the field of testing and evaluation.*
2. *To enable students to operate in various situations related to the profession.*
3. *To plan evaluation activities in educational and guidance programmes.*

Faculty Core Courses (13 units)

GGGB6012	*Academic Writing I*
GGGB6022	*Academic Writing II*
GGGB6013	*Research Methodology I*
GGGB6023	*Research Methodology II*
GGGC6033	*Educational Issues in Malaysiasia*

Specialised Courses (15 units)

GGGB6323	*Data Analysis*
GGGB6333	*Theories in Testing and Evaluation*
GGGB6453	*Practices in Testing and Evaluation*
GGGB6533	*Planning in Testing and Evaluation*
GGGB6543	*Research in Evaluation*
GGGB6743	*Programme Evaluation*

Elective Courses (Program C: 6 units)

Any two post-graduate courses from other fields with the approval of the supervisor or any one course if GGGE6583 Independent Study is chosen

Thesis (Programme B: 12 units) Research

Project (Program C: 6 units)

GGGE6673	*Project Paper I*
GGGE6683	*Project Paper II*

Sinopsis Kursus/*Course Synopsis*

GGGB6012 Penulisan Akademik I

Kursus ini bertujuan untuk membantu pelajar mempersembahkan penulisan akademik seperti kertas projek, tesis dan tugasan-tugasan akademik lain dengan tepat dan jelas. Skop perbincangan kursus ini termasuklah isu-isu umum penggunaan bahasa yang meliputi pemilihan laras bahasa yang tepat dan sesuai serta pembinaan perenggan yang utuh dalam penulisan akademik, cara menilai secara kritikal sesuatu sumber rujukan, menggunakan subtopik secara efektif dan menggunakan kaedah rujukan yang dapat mengelakkan plagiatrisme (termasuk penggunaan Gaya UKM). Selain itu, kursus ini turut membincangkan persekitaran yang dapat menggalakkan penulisan seperti mempunyai jaringan dan pembahagian masa yang realistik untuk menulis. Pelajar juga diberi latihan untuk menilai dan menghasilkan abstrak penyelidikan dan usulan penyelidikan.

GGGB6012 Academic Writing I

This course is intended to help students present their academic writing such as project papers, thesis and other academic assingments in accurate and clear manner. The scope of discussion include general issues concerning language such as choice of correct grammar and good paragraph building in academic writing, critical evaluation, methods of references, effective use of subtopics, and how to utilize referential tool in ethical manner (including how to apply UKM writing style). This course also discusses environments which encourge writing, such as networking and realistic time management for writing. Students are also trained to evaluate and produce research abstract and proposal.

Bacaan Asas/ *Basic Reading*

Brain Paltridge and Sue Starfield. (2016). Getting Published in Academic Journals: Navigating the Publication Process. Michigan ELT.

Helen Sword. (2012). Stylish academic writing. United States of America. Pusat Pengajian Siswazah. (2015). Panduan penulisan tesis gaya UKM (Edisi Semakan Kedua. Bangi: Universti Kebangsaan Malaysia.

John M. Swales dan Christine B. Feak. (2012). Academic writing for graduate students (3rd edition). Michigan ELT.

Larra A. Machi, Brenda T (Tyler) McEvory. (2012). The literature review: Six steps to success. UK: Sage Publications.

GGGB6022 Penulisan Akademik II

(Prasyarat: Setelah lulus Kursus GGGB6012 Penulisan Akademik I, GGGB6013 Kaedah Penyelidikan I, GGGB6023 Kaedah Penyelidikan II dan GGGE6673 Kertas Projek I)

Kursus ini adalah lanjutan daripada kursus Penulisan Akademik I dan bertujuan untuk membantu pelajar mengorganisasikan dan meningkatkan penulisan akademik bagi setiap bahagian dalam penulisan tesis daripada kajian-kajian yang dijalankan melalui kaedah kuantitatif dan kualitatif. Aspek-aspek penulisan yang diutamakan termasuklah penulisan abstrak, bahagian pengenalan, pernyataan masalah, hipotesis, tinjauan literatur, dapatan kajian serta perbincangan dapatan kajian. Pelajar dikehendaki mempersembahkan satu

rumusan penghujahan dan kritikan yang bernas dalam semua aspek penulisan tesis. Selain itu, pelajar-pelajar juga didedahkan kepada kaedah penulisan buku, prosiding dan artikel dalam jurnal.

GGGB6022 Academic Writing II
(Prerequisite: After pass course GGGB6012 Academic Writting I, GGGB6013 Research Methodology I, GGGB6023 Research Methodology II dan GGGE6673 Project Paper I)

This course is a continuation from Academic Writing I and is intended to help students organize and improve their thesis chapters. Attention is paid to abstract writing, introduction, problem statement, hypothesis, literature review, results, and discussion. Students will be required to present a conclusion and critique in all aspects of thesis writing. Students in this class will also be exposed to book, proceeding and article journal writing.

Bacaan Asas/ *Basic Reading*

Bennett, K. 2014. The semi-periphery of academic Writing: Discourses, communities and practices. Publisher Palgrave Macmillan.

Candlin, C. N., Crompton, P., & Hatim, B. 2016. Academic writing step by step: A research-based approach. Equinox. Sheffield & Bristol.

Cargill, M. & O'Connor, P. 2013. Writing scientific research articles: Strategies and steps (2nd ed.). New Jersey: Wiley-Blackwell.

Oliver, P. 2014. Writing your thesis. London: Sage.

Retrieved at http://www.nova.edu/sss/QR/QR10-2/bowen/pdf

Universiti Kebangsaan Malaysia. 2015. Panduan menulis tesis: Gaya UKM. Bangi. Penerbit UKM

GGGB6013 Kaedah Penyelidikan I

Kursus ini bertujuan untuk menmbincangkan gambaran holistik tentang maksud penyelidikan dan konsep-konsep asas supaya pelajar boleh menghayati logik dalam menjalankan penyelidikan bidang pendidikan : membaca dan memahami laporan-laporan dan penulisan bahan penyelidikan, mengenali beberapa kaedah penyelidikan, memahami bagaimana sesuatu penyelidikan dirancang dan dilaksanakan; memahami asas statistik serta batas-batas dalam mengumpaul maklumat. Kandungan kursus meliputi
: Falsafah penyelidikan, sumber dan konsep penyelidikan, pengenalan kepada pelbagai reka bentuk penyelidikan, penyataan masalah, dan tinjauan literatur. Kursus ini juga akan membincangkan kerangka penyelidikan dan kaedah, peralatan dan intrumentasi, serta bentuk dan kaedah penyediaan laporan.

GGGB6013 Research Methodology I

This course is aimed at exposing students to the meaning of research as well as its basic concepts in order to guide them to understand and practice the research process in education. It is designed to train students to : read and understand reports and research documentations; understand various research methodologies; comprehend how a research is planned and implemented; understand basics of statistics, normal distribution, inference statistics and hypothesis testing technique; understand the limitations in data collection. The contents of the course include the Philosophy and Basic Concepts of Research, Introduction to Quantitative and Qualitative Approaches in Research, Problem Statement, Literature Review, Introduction to Various Research Methodologies, Instrument Development, Data Analysis and Report Preparation.

Bacaan Asas/ *Basic Reading*

Abdullah, M. L., & Wan Ahmad, W. M. A. 2013. *Analisis data dengan statistik asas*, Terengganu: Universiti Malaysia Terengganu.

Coladarci, T. & Cobb, D. C. 2014. Fundamentals of statistical reasoning in education. 4th edition. New Jersey: Wiley

Howell, D. C. 2016. *Fundamental statistics for the behavioural science*. 8th Edition. California: Wardsworth, Cengage Learning.

Jackson, S. L. 2015. *Research method and statistics: A critical thinking approach, 4th Edition,* California: Wadsworth, Cengage Learning.

Johnson, B., & Christensen, L. 2016. *Educational research: Quantitative, qualitative, and mixed approaches, 6th ed.* London: Sage.

GGGB6023 Kaedah Penyelidikan II

(Prasyarat : Setelah lulus Kursus GGGB6013 Kaedah Penyelidikan I)

Tujuan kursus ini adalah untuk melengkapkan kemahiran-kemahiran pelajar dalam menjalankan penyelidikan. Pelajar dapat menggunakan pengetahuan dan kemahiran untuk memahami kaedah-kaedah penyelidikan, menilai laporan penyelidik dan menghasilkan satu penyelidikan yang lengkap. Melalui kursus ini, pelajar dapat menggunakan teknik statistik inferens yang ringkas dan sesuai, mengenal pasti jenis-jenis penyelidikan, memilih kaedah yang sesuai untuk sesuatu masalah, merancang satu kajian penyelidikan, memilih sampel serta memungut data yang sah dan boleh dipercayai, memilih cara menganalisis data yang sesuai, dan menulis laporan penyelidikan secara sistematik. Kandungan kursus meliputi: Rekabentuk penyelidikan, statistik inferens parametrik dan bukan parametrik.

GGGB6023 Research Methodology II

(Prerequisite: After pass course GGGB6013 Research Methodology I)

The objective of this course is to equip students with skills in conducting research. With the knowledge and skills, the students will be able to understand research methodologies, evaluate reports and conduct comprehensive research. Through this course, students will be able to use inferential statistics, identify various types of research, choose suitable methods and approaches for specific problems, plan a research, identify a sampling, collect valid and reliable data, select suitable methods for data analysis, and write a systematic research report. Among the content of this course are Research Design, Parametric and Non-Parametric Inferential Statistics.

Bacaan Asas/ *Basic Reading*

Abdullah, M. L., & Wan Ahmad, W. M. A. 2013. *Analisis data dengan statistik asas*, Terengganu: Universiti Malaysia Terengganu.

Coladarci, T. & Cobb, D. C. 2014. Fundamentals of statistical reasoning in education. 4th edition. New Jersey: Wiley

Howell, D. C. 2016. *Fundamental statistics for the behavioural science*. 8th Edition. California: Wardsworth, Cengage Learning.

Jackson, S. L. 2015. *Research method and statistics: A critical thinking approach, 4th Edition,* California: Wadsworth, Cengage Learning.

Johnson, B., & Christensen, L. 2016. *Educational research: Quantitative, qualitative, and mixed approaches, 6th ed.* London: Sage.

GGGC6033 Isu-isu Pendidikan di Malaysia

Kursus ini bertujuan membimbing pelajar untuk memeriksa secara mendalam dan kritikal pandangan-pandangan penting, aliran-aliran yang ternampak dan isu-isu yang berbangkit dalam pendidikan di Malaysia kini. Pelajar digalakkan untuk menentukan bidang dan mendalami aspek berkenaan daripada pelbagai perspektif yang relevan dalam bidang pendidikan. Melalui kursus ini, diharap pelajar mendapat peluang untuk menyuarakan idea-idea tersendiri dalam perbincangan dan seterusnya menulis secara ilmiah tentang topik-topik tertentu. Pelajar diwajibkan membuat pembacaan yang luas. Antara isu yang akan dikaji ialah falsafah dan fungsi pendidikan, arah perkembangan kurikulum, arah perkembangan pengurusan pendidikan, perkhidmatan perguruan dan arah perkembangan pendidikan tinggi.

GGGC6033 Educational Issues in Malaysia

The objective of this course is to guide students to critically analyse various views and schools of thought on local and global educational issues. Students will be encouraged to choose their own chosen preferred areas and to understand them from various relevant perspectives in education. It is hoped that students will have the opportunity to voice their opinions in discussions, which will help them in writing academic essays and are expected to do broad and extensive reading. Among issues which will be imparted are the philosophy and function of education, directions and developments in curriculum, educational management, teaching profession and higher education.

Bacaan Asas/ *Basic Reading*

Dasar Pembangunan Usahawan Institut Pengajian Tinggi. 2010. Putrajaya : Kementerian Pengajian Tinggi Malaysia.

Mohd. Sani Ibrahim & Norzaini Azman. 2007. *Profesion perguruan*. Bangi. Fakulti Pendidikan, UKM.

Mumtaz Begum abdul Kadir & Mohd Sani Ibrahim. 2009. *Peningkatan kualiti organisasi*. Kuala Lumpur: Utusan Publication (M) Sdn. Bhd.

Pelan Induk Pembangunan Pendidikan 2006-2010. Putrajaya : Kementerian Pelajaran Malaysia.

Shahril. 1999. *Isu-isu pendidikan di Malaysia: sorotan dan cabaran*. Kuala Lumpur : Utusan Publication.

Zamri Mahamod, Jamalullail Abdul wahab & Mohammad Sani Ibrahim. 2011. *Transformasi dan inovasi dalam pendidikan*. Bangi: Fakulti Pendidikan, UKM.

GGGB6323 Analisis Data

Kursus ini bertujuan memberi pengetahuan dan kemahiran tentang penganalisisan data bagi data-data kuantitatif untuk penyelidikan. Penganalisisan data ini akan menggunakan perisian SPSS for windows. Pelajar akan dibimbing untuk menganalisis data melalui pelbagai kaedah statistik disamping mentafsir data-data yang telah dianalisis.

GGGB6323 Data Analysis

This course aims to provide knewledge and skill in analysing quantitative data in research. Data will be analysed using the software package SPSS for Windows. Students will be guided in using the SPSS software and analysing data using various statistical methods including descriptive and inferential statistics and interpreting data which have been analysed.

Prasyarat Kursus: Telah mengambil kursus GGGB6023 Kaedah Penyelidikan II
Prerequisites : GGGB6023 Research Methodology II

Bacaan Asas/ *Basic Reading*

Abbot, M.L. (2017). Using Statistics in the Social and Health Sciences with SPSS and Excel. NJ: John Wiley & Sons.

Cramer, D. & Howitt, D. (2017). Introduction to SPSS in Psychology (8th ed). United Kingdom: Pearson Education Limited.

George, D. & Mallery, P. (2021). IBM SPSS Statistics 27 Step by Step: A Simple Guide and Reference (17th ed.), NY: Routledge.

Macinnes, J. (2017). An Introduction to Secondary Data Analysis with IBM SPSS Statistics. London: SAGE Publications.

Muijs, D (2022). Doing Quantitative Research in Education with IBM SPSS Statistics (3rd ed.), Kindle Edition. London: SAGE Publications.

Roni, S.M. & Djajadikerta, H.G. (2022). Data Analysis with SPSS for Survey-based Research. Singapore: Springer.

GGGB6333 Teori dalam Pengukuran dan Penilaian

Kursus ini bermula dengan sejarah dan seterusnya memperkenalkan berbagai-bagai teori dalam pengukuran dan penilaian. Teori-teori ini dijadikan asas dalam pemilihan pelbagai instrumen yang digunakan dalam penyelidikan, pendidikan, latihan dan bimbingan seperti ujian kecerdasan, ujian personaliti, ujian pencapaian dan ujian bakat. Penekanan juga diberi kepada cara-cara pentadbiran, pemberian markah dan penafsiran hasil ujian-ujian tersebut.

GGGB6333 Theory of Measurement and Evaluation

Beginning the course with its history, it develops in imparting the various theories encompassing measurement and evaluation. Using these theories as basis, various types of instruments used in research, education and guidance such as IQ test, personality test as well as the achievement test. Emphasis will also be given on the administration of the tests, awarding of marks, and interpreting test results.

Bacaan Asas/ *Basic Reading*

Bandalos, D.L. (2018). Measurement Theory and Applications for the Social Sciences (Methodology in the Social Sciences) (1st ed.) Kindle Edition. New York: The Guilford Press.

Bond, T. G., Yan, Z. & Heene, M. (2021). Applying the Rasch Model: Fundamental Measurement in The Human Sciences (4th ed). New Jersey: Routledge.

Chapelle, C.A. (2020). Argument-Based Validation in Testing and Assessment (Quantitative Applications in the Social Sciences) (1st ed.) California: SAGE Publications

DeVellis, R.F. & Thorpe, C.T. (2021). Scale Development: Theory and Applications (Applied Social Research Methods) (5th ed.) NY: SAGE Publication.

Furr, R.M. & Bacharach, V.R. (2017). Psychometric: An Introduction. (3rd ed). London: SAGE.

GGGB6453 Amalan dalam Pengukuran dan Penilaian

Kursus ini membincangkan isu-isu dan amalan dalam pengukuran dan penilaian. Pelbagai isu sosial, ekonomi dan pendidikan serta amalan dalam pengukuran dan penilaian yang memerlukan perkhidmatan tertentu akan dikenal pasti dan implikasinya terhadap masyarakat dibincangkan. Masalah pengkategorian, penjenisan instrumen, kesahan dan kebolehpercayaan juga akan diberi tumpuan.

GGGB6453 Practises in Measurement and Evaluation

This course discusses on issues and practises regarding testing and evaluation. Issues in social, economy, education, and testing and evaluation practices requiring certain services will be identified; and its implication on the society will be discussed. Focus will also be given on problems in categorization, instrumentation type, validity as well as reliability.

Bacaan Asas/ *Basic Reading*

James, P.W. (2017). The ABCs of Educational Testing: Demystifying the Tools That Shape Our Schools. New York: SAGE.

Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications And Issues (9th ed.). Wadsworth: Cencage Learning.

Khine. (2020). Rasch Measurement: Applications in Quantitative Educational Research / edited by Myint Swe Khine. Springer.

Miller, & Lovler, R. L. (2020). Foundations of psychological testing: a practical approach (6th ed.). SAGE.

Thakkar. (2020). Applications of Structural Equation Modelling with AMOS 21, IBM SPSS. In Structural Equation Modelling (pp. 35–89). Springer Singapore.

GGGB6533 Perancangan dalam Pengukuran dan Penilaian

Beberapa prinsip, langkah dan strategi dikemukakan sebagai asas bagi menyediakan rancangan untuk menjalankan sesuatu pengukuran dan penilaian. Seterusnya, beberapa konteks digunakan sebagai contoh dalam penggunaan prinsip, langkah dan strategi yang telah dibincangkan itu. Pada peringkat ketiga, satu perancangan pengukuran dan penilaian disediakan oleh pelajar. Pada peringkat akhir, post-mortem dibuat terhadap rancangan bagi mengesahkan tentang penggunaan prinsip-prinsip, langkah-langkah dan strategi-strategi yang dibincangkan di peringkat awal.

GGGB6533 Planning in Testing and Evaluation

This course imparts several principles, procedures and strategies as the basis for planning in conducting testing and evaluation. Several contexts will be taken as examples in the implemention of the plan. Following this, students will each prepare a testing and evaluation plan and in the last stage, a post-mortem will be made on the plan to verify the principles, procedures and strategies discussed in the earlier stages.

Bacaan Asas/ *Basic Reading*

Cohen, R. J., & Sturman, E. (2017). Psychological testing and assessment: (B&B Psychology) (9th ed.). New York: McGraw Hill.

DeVellis, R.F. & Thorpe, C.T. (2021). Scale Development: Theory and Applications (Applied Social Research Methods) (5th ed.) NY: SAGE Publication.

Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: principles, applications and issues (9th ed.). Wadsworth: Cencage Learning.

Miller, & Lovler, R. L. (2020). Foundations of psychological testing: a practical approach (6th ed.) SAGE.

Secolsky, C., & Denison, D. B. (2017). Handbook on Measurement, Assessment and Evaluation in Higher Education. (2nd ed.). New York: Routledge.

GGGB6543 Penyelidikan dalam Penilaian

Kursus ini bertujuan untuk mengkaji dan meneliti kajian-kajian dan penyelidikan yang menggunakan model-model dan kaedah-kaedah penilaian. Pelajar akan dibimbing untuk menilai dan membuat laporan kritis terhadap kajian dan penyelidikan tertentu dari segi permasalahan kajian, pembicaraan kajian literatur, reka bentuk dan pembentukan instrumen, kaedah pengumpulan dan analisis serta perbincangan kajian. Pelajar akan dinilai dalam seminar atau persembahan laporan kritis dan juga berdasarkan laporan kajian rintis terhadap kajian lepas yang menggunakan model dan kaedah penilaian sebagai bukti kemampuan dan kemahiran mereka membuat penilaian.

GGGB6543 Research in Evaluation

This course entails examination of research studies that utilise models and approaches in evaluation. Students will be coached on how to evaluate and produce reports on the study in terms of its problem statement, literature review, research design and instrument development, data collection, data analysis and research discussion. Students will be evaluated on seminars or report presentations, and on the report of a pilot study of a previous study that uses the evaluation models and approach to show evidence that the student is able and skillful in making an evaluation.

Bacaan Asas/ *Basic Reading*

Ary, D., Jacobs, L.C., Irvine C.K.S & Walker, D. (2018). Introduction to Research in Education (10th ed.). Boston :Cencage Wadsworth Publishing.

Bario Minton, C.A. & Lenz, A.S. (2019). Practical Approaches to Applied Research and Program Evaluation for Helping Professionals. Routledge.

Giancola, S. (2020). Program Evaluation: Embedding Evaluation into Program Design and Development. SAGE Publications.

Rossi, P.H., Lipsey, M.W. & Henry, G.T. (2019). Evaluation: A Systematic Approach (8th ed.). SAGE Publications.

Royse, D., Thyer, B.A. & Padgett, D.K. (2021). Program Evaluation: An Introduction to an Evidence-Based Approach (6th ed.). US: Cengage Learning.

GGGB6743 Penilaian Program

Kursus ini bermula dengan pengertian penilaian, jenis-jenis penilaian dan konsep penilaian program. Dalam kursus ini pelajar akan didedahkan dengan pelbagai pendekatan penilaian alternatif di mana perbincangan secara terperinci akan dibuat bagi setiap model-model penilaian. Pelajar-pelajar juga akan dibimbing dalam proses pemilihan model penilaian yang bersesuaian dalam penyelidikan mengikut bidang dan seterusnya pelajar akan dipandu dalam membuat perancangan serta pentadbiran dalam melaksanakan penilaian program mengikut pendekatan penilaian yang berlainan.

GGGB6743 Program Evaluation

This course starts with giving the meanings to evaluation, deliberating the types of evaluation and the concept of program evaluation. Throughout the course, students will be exposed to various methods of alternative evaluation whereby detailed discussions will be made on each of the evaluation models. Students will also be guided in the process of selecting suitable evaluation models in their respective specialisation area in research. They will also be trained to make planning and administration in developing a program evaluation using different evaluation methods.

Bacaan Asas/ *Basic Reading*

Bario Minton, C.A. & Lenz, A.S. (2019). Practical Approaches to Applied Research and Program Evaluation for Helping Professionals. Routledge

Giancola, S. (2020). Program Evaluation: Embedding Evaluation into Program Design and Development. SAGE Publications

Mertens, D.M. & Wilson, A.T. (2018). Program Evaluation Theory and Practice, A Comprehensive Guide (2nd ed.). The Guilford Press

Rossi, P.H., Lipsey, M.W. & Henry, G.T. (2019). Evaluation: A Systematic Approach (8th ed.). SAGE Publications

Royse, D., Thyer, B.A. & Padgett, D.K. (2021). Program Evaluation: An Introduction to an Evidence-Based Approach (6th ed.). US: Cengage Learning.

GGGE6583 Kajian Bebas

Pelajar boleh mengambil kursus ini hanya setelah selesai menjalani semester pertama pengajiannya dan setelah mendapat nasihat serta persetujuan dari penyelia. Fokus utama kursus ini adalah bagi melengkapkan pengetahuan atau meningkatkan tahap kesediaan pelajar ke arah menyediakan satu cadangan tesis yang terperinci, atau menyelesaikan mana-mana aspek penyediaan tesis. Jenis tugasan akan dikenal pasti dan ditentukan bersama oleh pelajar dan penyelianya.

GGGE6583 Independent Study

Students can choose to do this course with the agreement of his/her supervisor and after the successful completion of the first semester. The main focus is to provide students with the required knowledge and skill in preparing a proposal for research, or to complete parts of a thesis to be determined between student and supervisor.

Sarjana Pendidikan dalam Pengajian Sukan

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang Pengajian Sukan.
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang Pengajian Sukan.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang Pengajian Sukan dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal serta bekerjasama dengan memberi perkhidmatan untuk kepentingan pelbagai pihak terutamanya dalam bidang Pengajian Sukan.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang Pengajian Sukan sama ada melalui penulisan atau percakapan.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas serta menyebarluaskan maklumat berkaitan bidang Pengajian Sukan melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi menyelesaikan masalah berkaitan bidang Pengajian Sukan.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu Pengajian Sukan.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang Pengajian Sukan.
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang Pengajian Sukan.
11. Mengamalkan nilai etika dan profesional berkaitan bidang Pengajian Sukan bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGF6313	Pengurusan Sukan
GGGF6223	Psikologi Sukan
GGGF6243	Kecergasan Jasmani Lanjutan
GGGF6253	Prestasi Puncak dalam Sukan
GGGF6523	Sukan, Senaman dan Kesihatan

Kursus Elektif Bidang Pengkhususan

GGGL 6113	Analisis Data Kuantitatif

Kursus Elektif Bebas

Mana-mana dua (2) kursus peringkat siswazah.

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Sport Studies

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of sport studies.*
2. *Analysing information in the problem-solving process based on analytical skills related to sport studies.*
3. *Applying practical skills appropriate to the field of sport studies in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of sport studies.*
5. *Applying effective communication skills in disseminating information within the field of sport studies either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of sport studies through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to sport studies.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to sport studies.*
9. *Applying personal skills through lifelong learning management and committed sport studies practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of sport studies.*
11. *Practicing ethical and professional values related to sport studies to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGF6313	*Sport Management*
GGGF6223	*Sport Psychology*
GGGF6243	*Advanced Physical Fitness*
GGGF6253	*Peak Performance in Sport*
GGGF6523	*Sports, Exercise and Health*

Elective Course in Specialisation
GGGL6113 Quantitative Data Analysis

Open Elective Course
Any two (2) postgraduate courses from other fields

Project paper
GGGA6083 Research Proposal
GGGA6094 Research Paper

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan/*References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan/*References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGF6313 Pengurusan Sukan

Kursus ini bertujuan bagi mendedahkan pelajar kepada aspek-aspek dalam pengurusan sukan seperti perancangan, pengaturan, kepimpinan,dan pengawalan. Isi kandungan kusus melibatkan perbandingan antara pengurusan professional yang diamalkan oleh sekolah serta sektor korporat. Kursus ini seterusnya meluaskan kepelbagaian skop pengurusan sukan melalui perbincangan dan pembentangan aspek-aspek berkaitan berdasarkan pengalaman pelajar yang mempunyai latar belakang berlainan sebagai ahli sukan dan pentadbir sukan.

Nilai utama dalam kursus ini adalah melahirkan pelajar yang mempunyai nilai kepimpinan, komunikasi, penyelesaian masalah dan berfikir secara kritikal.

GGGF6313 Sport Management

This course aims to expose students to aspects in sports management such as planning, leadership, organizing, and controlling. Specific content involves comparisons between professional management practiced by schools as well as the corporate sector. This course further expands the diversity of sports management scope through discussion and presentation of related aspects based on the experience of students with different backgrounds as sportsmen and sports administrators. The main value of this course is to produce students who have the values of leadership, communication, problem solving and critical thinking.

Rujukan/*References*

Bradbury, T., & O'Boyle, I. (Eds.). (2017). Understanding Sport Management: International Perspectives. Taylor & Francis.

Chadwick, S., Chanavat, N., & Desbordes, M. (Eds.). (2015). Routledge handbook of sports marketing. Routledge.

Hoye, R., Smith, A. C., Nicholson, M., & Stewart, B. (2015). Sport management: principles and applications. Routledge.

Kanosue, K., Kogiso, K., Oshimi, D., & Harada, M. (Eds.). (2015). Sports management and sports humanities. Springer Japan.

Parent, M. M., & Chappelet, J. L. (Eds.). (2017). Routledge handbook of sports event management. Routledge.

GGGF6223 Psikologi Sukan

Kursus ini bertujuan untuk membolehkan pelajar mengkaji bahasa Melayu yang digunakan Kursus ini membincangkan isu-isu psikologi sukan dalam konteks pencapaian atlet dalam sukan. Fokus kursus juga adalah kepada faktor- faktor yang boleh menghindar pencapaian atlet dalam sukan. Kursus ini juga membincangkan intervensi-intervensi dalam psikologi sukan yang telah diaplikasikan bukan hanya untuk menangani masalah psikologi atlet tetapi juga meningkatkan kekuatan mental atlet dalam pertandingan. Gerakkerja dalam kumpulan dalam membincangkan tren kajian dan isu-isu dalam psikologi sukan juga ditekankan dalam kursus ini.

GGGF6223 Sport Psychology

This course will discuss issues in sport psychology in relation to athletes' performance in sports competition. Focus will be on factors that could impede athletes' performance in sports. The course will also discuss psychological interventions that are applicable not only to cope with psychological problems but also those that could enhance mental strength of athletes during competition. Group work and discussion on the trend of research and issues in sport psychology will also be emphasized.

Rujukan/*References*

Knowles, A & Lorimer, R. 2015. Social psychology in sport and exercise: linking theory to practice. US: Red Globe Press.

Lox, C.L, Martin, K.A & Petruzello, S.J. 2019. The psychology of Exercise; integrating theory and practice. US:Routledge.

Schinke, R.J., McGannon, K. R. 2018. Routledge International Handbook of Sport Psychology. US, Routledge.

Wagstaff, C.R.D. 2016. Organizational psychology of sport: key issues and practical applications. US: Routledge.

Whaley, D.E., Krane, V. 2012. Resilient excellence: Challenges faced by trailblazing women in U.S. sport psychology. Research Quarterly for Exercise and Sport,83, 65-76.

GGGF6243 Kecergasan Jasmani Lanjutan

Kursus ini bertujuan mendedahkan pelajar kepada pembentukan, pengurusan dan pengelolaan program kecergasan jasmani yang berkesan. Penekanan diajukan terhadap falsafah dan konsep kecergasan jasmani serta hubungan dengan kesihatan individu dan masyarakat.

GGGF6243 Advanced Physical Fitness

The purpose of this course is to expose the students on how to design and manage a successful fitness training program. This course will also reinforce on the philosophy and principal of fitness that are related to individual and societies health.

Rujukan/*References*

Bompa, T.H. & Haff, G.G. 2015. Periodization Theory and Methodology of Training. Champaign, IL.:Human Kinetics.

Clark, N. 2015. Sports Nutrition Guidebook, 5th ed. Champaign, IL:Human Kinetics.

Dietz, C. & Peterson, B. 2016. Triphasic Training: A Systematic Approach to Elite Speed and Explosive Strength Performance. Hudson, WI: Bye Dietz Sports.

Robinson, P.E. 2017. Foundations of Sports Coaching. New York, NY.: Taylor and Francis.

Stafford, I. 2015. Coaching Children in Sports. New York, NY.: Taylor and Francis

GGGF6253 Prestasi Puncak dalam Sukan

Kursus ini membincangkan mekanisme pencapaian prestasi puncak dalam sukan. Fokus perbincangan adalah dalam konteks bagaimana penanda aras prestasi sesuatu sukan berevolusi mengikut zaman dan bagaimana atlet beradaptasi dengan perubahan yang berlaku bagi meningkatkan pencapaian prestasi puncak dari semasa ke semasa.

GGGF6253 Peak Performance in Sport

This course discusses the mechanisms of peak performance attainment in sports. The focus of discourse is within the context of how the performance benchmarks in sports evolve in relevance to the era and how athletes adapt to these changes in the continuos pursuit of enhancing peak performance.

Rujukan/*References*

Baghurst T. (2019). Coaching for Sports Performance. US: Routledge.

Bergeron, B. (2017). Chasing Excellence: a story about building the world's fittest athletes. US: Lioncrest Publishing.

Blazevich, A. (2017). Sport biomechanics: the basics: optimising human performance. US: Bloomsbury Sport.

Bucci, L. (2020). Nutrients as ergogenic aids for sports and exercise (eBook). US: CRC Press.

Hoffman, J. (2019). Dietary supplementation in sport and exercise: evidence. Safety and ergogenic benefits. US: Routledge

GGGF6523 Sukan, Senaman dan Kesihatan

Kursus ini mengukuhkan pengetahuan dan kemahiran pelajar untuk merangka program latihan fizikal secara terperinci untuk tujuan kesihatan berdasarkan prinsip-prinsip asas latihan. Program yang dirangka merangkumi penilaian ujian kecegasan fizikal, analisis tahap kecergasan dan program latihan fizikal secara individu. Pelajar juga akan membincangkan strategi untuk mengingkatkan tahap kecergasan fizikal individu secara menyeluruh.

GGGF6523 Sports, Exercise and Health

This course will reinforce the knowledge and skills of students to design a specific physical training program for health purposes based on the basic principles of training. The training program is designed based on individual needs and consist of the fitness physical assessment, analyzation of the fitness level and physical training program. Students will also discuss strategies to enhance physical fitness individually.

Rujukan / *References*

American College of Sports Medicine. 2014. Resources for the Health Fitness Specialist, 1st edition. Philadelphia: Williams & Wilkins.

Gibson. A.L., Wagner, D. R. 2018. Advanced Fitness Assessment and Exercise Prescription. Champaign, IL: Human Kinetics.

Griffin, J.C. 2015. Client Centered Exercise Prescription. Champaign, IL: Human Kinetics.

McCall, P. 2020. Smarter Workouts. Champaign, IL: Human Kinetics.

NASM. 2017. Essentials of Personal Fitness Training. 6th Ed. US: Jones & Bartlett Learning

GGGL6113 Analisis Data Kuantitatif

Kursus ini bertujuan memberi pengetahuan dan kemahiran tentang penganalisisan data bagi data-data kuantitatif untuk penyelidikan. Penganalisisan data ini akan menggunakan perisian SPSS for Windows. Pelajar akan dibimbing untuk menganalisis data melalui pelbagai kaedah statistik di samping mentafsir data-data yang telah dianalisis.

GGGL6113 Quantitative Data Analysis

This course aims to provide knowledge and skill in analysing quantitative data in research. Data will be analysed using the software package SPSS for Windows. Students will be guided in using the SPSS software and analysing data using various statistical methods including descriptive and inferential statistics and interpreting data which have been analysed.

Rujukan/*References*

Abbot, M.L. (2017). Using Statistics in the Social and Health Sciences with SPSS and Excel. NJ: John Wiley & Sons.

Cramer, D. & Howitt, D. (2016). Introduction to SPSS in Psychology (8th ed). United Kingdom: Pearson Education Limited.

Cleophas, T.J. & Zwinderman, A.H. (2016). SPSS for starters and 2nd levelers (2nd ed). New York: Springer.

Macinnes, J. (2016). An Introduction to Secondary Data Analysis with IBM SPSS Statistics. London: SAGE Publications.

Vieira, E. T. J. (2017). Introduction to Real World Statistics: With Step-By-Step SPSS Instructions. New York: Routledge.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pengurusan Pendidikan

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang pengurusan pendidikan
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang pengurusan pendidikan.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang pengurusan pendidikan dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal dalam perkhidmatan kepada pelbagai pihak terutamanya dalam bidang pengurusan pendidikan
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang pengurusan pendidikan sama ada melalui penulisan atau percakapan.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas, penyebaran pengetahuan dan maklumat berkaitan bidang pengurusan pendidikan melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi penyelesaian masalah berkaitan bidang pengurusan pendidikan
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu pengurusan pendidikan
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang pengurusan pendidikan
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang pengurusan pendidikan
11. Mengamalkan nilai etika dan profesional berkaitan bidang pengurusan pendidikan bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGJ 6113	Teori Pengurusan dan Kepimpinan Pendidikan
GGGJ 6123	Pengurusan dan Kepimpinan Institusi Pendidikan
GGGC 6233	Perancangan Pendidikan
GGGC 6493	Pengurusan Sumber Manusia Dalam Pendidikan
GGG C6633	Pengurusan Perubahan Dalam Pendidikan

Kursus Elektif Bidang Pengkhususan

GGGC6263	Pengurusan Kewangan Organisasi Pendidikan
GGGC6513	Pengajian Dasar Pendidikan
GGGC 6643	Reka Bentuk Program Latihan Dalam Perkhidmatan

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Educational Management

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of educational management.*
2. *Analysing information in the problem-solving process based on analytical skills related to educational management.*
3. *Applying practical skills appropriate to the field of educational management in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of educational management.*
5. *Applying effective communication skills in disseminating information within the field of educational management either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of educational management through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to educational management.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to educational management.*
9. *Applying personal skills through lifelong learning management and committed to educational management practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of educational management.*
11. *Practicing ethical and professional values related to educational management to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073 Research Methodology in Education
GGGB6093 Quantitative and Qualitative Research in Education
GGGB6053 Critical Writing in Research

Programme Core Course

GGGJ 6113 Theory of Educational Leadership and Management
GGGJ 6123 Management and Leadership of Educational Institutions
GGGC 6233 Educational Planning
GGGC 6493 Human Resource Management in Education
GGG C6633 Managing Educational Change in Education

Elective Course in Specialisation

GGGC6263 Financial Management in Educational Organization
GGGC6513 Educational Policy Studies
GGGC 6643 Design and Development of In-Service Training

Project paper

GGGA6083 Research Proposal
GGGA6094 Research Paper

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest

knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan/*References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan/*References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGJ6113 Teori Pengurusan dan Kepimpinan Pendidikan

Kursus ini membincangkan pelbagai teori pengurusan, teori kepimpinan dan teori-teori lain yang berkaitan dengan pentadbiran dan pengurusan sumber pendidikan. Antara teori tersebut adalah teori pengurusan saintifik, teori organisasi, teori sistem sosial, pelbagai teori kepimpinan, teori tingkah laku, teori komunikasi dan lain-lain. Pelajar dijangka dapat menganalisis sejauh mana aplikasi dan perkaitan teori-teori berkenaan dalam pengurusan dan kepimpinan institusi pendidikan di Malaysia, mengamalkan prinsip-prinsip pengurusan dan kepimpinan yang bersesuaian untuk institusi pendidikan serta dapat menjangkakan implikasi amalan tersebut terhadap amalan pendidikan pada masa kini dan pada masa akan datang.

GGGJ6113 Theory of Educational Leadership and Management

This course discusses various management theories, leadership theories and other theories related to the administration and management of educational resources. Among these theories are scientific management theory, organizational theory, social system theory, various leadership theories, behavioral theory, communication theory and others. Students are expected to be able to analyze the extent of the application and relevance of the theories in the management and leadership of educational institutions in Malaysia, practice the principles of management and leadership that are appropriate for educational institutions and be able to anticipate the implications of these practices on educational practices today and in the future come.

Rujukan/*References*

Tony Bush, 2020, Theories of Educational Leadership and Management. Sage Publication

Gerry Johnson and Richard Whittington. 2017. Exploring strategy: text and cases. Pearson Education; 11 editions.

Shaturaev, J., & Bekimbetova, G. (2021). The difference between educational management and educational leadership and the importance of educational responsibility. Interconf.

Bity Salwana Alias, Mohd Radzi Ishak dan Rorlinda Yusof. 2022. Integriti dan perpaduan dalam pendidikan. Bandar Baru Bangi: Penerbit UKM.

GGGJ6123 Pengurusan dan Kepimpinan Institusi Pendidikan

Kursus ini membimbing pelajar untuk memahami tugas dan tanggungjawab pemimpin dan pengurus organisasi pendidikan termasuk sekolah. Perkara yang akan diberi fokus ialah konsep pengurus, pemimpin, pengurusan dan kepimpinan di institusi pendidikan, konsep kepimpinan perpaduan, berintegriti dan beretika, nilai-nilai profesional, pengetahuan, kemahiran dan amalan pengetua guru besar dalam bidang pengurusan sekolah, peranan pengurus dan pemimpin dalam pelaksanaan Dasar Pendidikan Kebangsaan dan dalam merealisasikan matlamat Standard dan Pelan Pembangunan Pendidikan Malaysia, serta pelaksanaan kajian tindakan atau kajian kes untuk mencadangkan penambahbaikan dalam amalan pengurusan/kepimpinan di institusi pendidikan. Hasil pembelajaran pelajar ditentukan berdasarkan kemampuan pelajar membincangkan, menghuraikan, serta membentangkan semula topik-topik berkenaan sama ada dalam kuliah interaktif atau melalui penulisan secara individu atau berkumpulan

GGGJ6123 Management and Leadership of Educational Institutions

This course guides students to understand the duties and responsibilities of leaders and managers of educational organizations including schools. The things that will be focused are the concept of managers, leaders, management and leadership in educational institutions, the concept of unity, integrity and ethics, professional values, knowledge, skills and practices of school leaders in managing school, the role of managers and leaders in the implementation of National Education Policy and in achieving the goals of Malaysian Education Development Plan and Standards, and the implementation of action research or case study in order to suggest improvement for management/leadership practices in educational institutions. Student learning outcomes are determined by students' ability to discuss, elaborate, and present the relevant topics either in interactive lectures or through individual or group writing.

Rujukan/*References*

Bity Salwana Alias, Mohd. Radzi Ishak & Rorlinda Yusof. 2022. Integriti dan Perpaduan dalam Pendidikan. Bandar Baru Bangi, Penerbit UKM.

Mumtaz Begam & Bity Salwana Alias. 2022. Pemimpin Berjenama Cemerlang: Pengetahuan. www.mumtazbookstoreonline.com.

Mumtaz Begam & Bity Salwana Alias. 2022. Pemimpin Berjenama Cemerlang: Kualiti Peribadi. www.mumtazbookstoreonline.com .

Mumtaz Begam & Bity Salwana Alias. 2022. Pemimpin Berjenama Cemerlang: Kecerdasan Spiritual. www.mumtazbookstoreonline.com.

Mumtaz Begam & Bity Salwana Alias. 2022. Pemimpin Berjenama Cemerlang: Kecerdasan Emosi. www.mumtazbookstoreonline.com.

Mumtaz Begam & Bity Salwana Alias. 2022. Penulisan Kajian Tindakan: Step by Step. www.mumtazbookstoreonline.com.

GGGC6233 Perancangan Pendidikan

Kursus ini akan berfokus kepada teori-teori perancangan pendidikan seperti pendekatan permintaan sosial, perubahan terancang, pendekatan tenaga manusia, pendekatan analisis kos-faedah, analisis kos-keberkesanan dan pendekatan korelasi kepada perancangan pendidikan. Kursus ini juga akan membincangkan aspek-aspek lain dalam perancangan seperti kualiti pendidikan, ekuiti, kos, perkembangan pendidikan swasta, perancangan strategik dan taktikal dan lain-lain lagi. Kursus ini akan berasaskan kajian kes situasi sebenar untuk menganalisis tahap kejayaan dan kegagalannya dalam perancangan pendidikan.

GGGC6233 Educational Planning

This course focuses on the theories and approaches in educational planning such as the social demand, planned change, manpower requirement, cost-benefit analysis, cost-effectiveness analysis and the correlation approach to education planning. This course also discusses on topics such as educational quality, equity, cost, the development in private education, education tactical and strategic planning etc. This course is based on real cases in order to enable analysis on the success and failure in educational planning.

Rujukan/*References*

Bird. J. 2017. Educational Planning and Management. New York: Clanrye International.

Bush, T. Les Bell, L. & Middlewood, D. 2019. Principles of Educational Leadership & Management. London: SAGE Publications Ltd.

International Bureau of Education. 2021. Educational Planning : Research in Comparative Education: Hassell Street Press.

Mathur, S. S. 2020. Management and Planning. Agra, India: Shri Vinod Pustak Mandir.

Serdyuk, A. L., &. Igbaeva G. R. 2022. Strategic planning in departmental educational organizations. Аграрное и земельное право, no. 8 (2022): 15–17. http://dx.doi.org/10.47643/1815-1329_2022_8_15.

GGGC6493Nama Kursus Pengurusan Sumber Manusia dalam Pendidikan

Kursus ini ini bertujuan mendedahkan pelajar dengan pengetahuan asas dan kemahiran tentang pengurusan sumber manusia khususnya dalam bidang pendidikan. Topik perbincangan meliputi aspek definisi, konsep, objektif, kepentingan pengurusan sumber manusia dalam pendidikan, struktur organisasi dan pelaksanaan dasar pengurusan sumber manusia, proses pengambilan personel, latihan dan perkembangan staf, penilaian prestasi dan perhubungan industri. Teori berkaitan, model dan amalan terbaik pengurusan sumber manusia dalam pendidikan juga akan dibincangkan..

GGGC6493 Human Resource Management in Education

This course aims to expose students to the basic knowledge and skills of human resource management, especially in education. Topics of discussion include aspects of definition, concepts, objectives, and the importance of human resource management in education, organizational structure and implementation of human resource management, personnel recruitment process, training and staff development, performance evaluation and industrial relations. Relevant theories, models and best practices of human resource management in education will also be discussed.

Rujukan/*References*

Cunningham, J. B. 2016. Strategic Human Resource Management in the Public Arena: A Managerial Perspective. New York: Palgrave Macmillan.

Dickmann, M., Brewster, C., & Sparrow, P. (Eds.). 2016. International Management: Contemporary HR Issues in Europe. New York: Routledge.

Fredericksen, E. D., Witt, S. L., Patton, W. D., & Lovrich, N. P. 2015. Human resource management: The public service perspective. London: Routledge.

Lawler, E., & Boudreau, J. 2015. Global trends in human resource management: A twenty-year analysis. Stanford: Stanford University Press.

Wilton, N. 2016. An introduction to human resource management. London: Sage.

GGGC6633 Pengurusan Perubahan dalam Pendidikan

Kursus ini bertujuan untuk menghuraikan teori dan pendekatan yang boleh membantu para pelajar mengurus perubahan secara sistematik kepada aspek-aspek perancangan, pelaksanaan dan penilaian serta strategi perubahan yang berkesan. Faktor-faktor yang mempengaruhi perubahan serta beberapa perspektif proses perubahan akan diteliti secara terperinci. Begitu juga dengan peranan perubahan akan disentuh. Seterusnya kursus ini akan menghuraikan bagaimana mereka perlu memainkan peranan secara efektif bagi menghasilkan perubahan yang dikehendaki. Aspek-aspek pemantauan, pengawalan dan strategi perubahan dalam pendidikan akan diberikan penekanan dalam kursus ini.

GGGC6633 Managing Educational Change in Education

The purpose of this course is to elaborate the theories and methods of systematic change management in different educational institutions. The focus of this course is on planning, implementation and assessment of change and on the identification of effective strategies for change. Among other topics discussed will be on the factors influencing change, the process of change, and the role of individuals in affecting the change. Aspects of supervision, control and strategy of changes in education will also be discuss.

Rujukan / *References*

Al Comeaux. 2020. Change (The) Management: Why We as a Leader Must Change for the Change to Last. Nevada: Lioncrest Publishing.

Alehegn, D. 2020. Management of Change and Innovation in Education. Mauritius: Lambert Academic Publishing.

Bush, T. Les Bell, L. & Middlewood, D. 2019. Principles of Educational Leadership & Management. London: SAGE Publications Ltd.

Cameron, E. & Mike, G. 2019. Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change (5th Edition). Philadelphia : Kogan Page.

Ross, L. 2020. Change Management Essentials: The Modern Playbook for new and Experienced Practitioners. Adelaide: Green Hill Publishing.

Wilton, N. 2016. An introduction to human resource management. London: Sage.

GGGC6263 Pengurusan Kewangan Organisasi Pendidikan

Kursus ini akan menyentuh teori, prinsip serta amalan pengurusan kewangan organisasi pendidikan dengan memperkenalkan kepada pelajar teori-teori pengurusan kewangan pendidikan dari aspek kecekapan, keberkesanan dan kesaksamaan pembahagian serta perbelanjaan resos kewangan. Pelajar akan dibimbing untuk mengenal pasti model sistem pengurusan kewangan institusi pendidikan termasuk belanjawan, merancang sumber kewangan dan menganalisis kajian kes pengurusan kewangan.

GGGC6263 Financial Management in Educational Organization

This course focuses on the theories, principles and the foundation of educational financing which introduces the theories from the aspects of efficiency, effectiveness and equity in allocation and spending of resources. Students will be guided in the identification of models in policy and decision making in financing, school financial management systems including budgeting, school resource planning as well as doing case studies in school financing management.

Rujukan/*References*

Buku Tatacara Pengurusan Perakaunan Kumpulan Wang Sekolah 2012 http://www.moe.gov.my/jpnselangor/v3/images/stories/BUKU_TATACARA_KWS_2012.pdf

Panduan Pengurusan Kewangan 2012. http://www.jpa.gov.my/docs/pilmu/bukukew/panduan1/pembayaran%20gaji%20lantikan%20baru

Odden, A. 2015. Financing Schools for High Performance: Strategies for Improving the Use of Educational Resources 1st Edition

Odden, A. 2014. School Finance: A Policy Perspective 4th Edition

Odden, A. 2013. Reallocating Resources: How to Boost Student Achievement Without Asking for More 1st Edition

GGGC6513 Pengajian Dasar Pendidikan

Kursus ini berfokus kepada aspek pembentukan, pelaksanaan dan analisis dasar-dasar pendidikan iaitu dari segi teori dan amalan di Malaysia. Bahagian Pertama akan berfokus kepada falsafah, prinsip dan teori. Bahagian Kedua akan berfokus kepada aspek analisis dasar yang meliputi peringkat penggubalan dasar, penerimaan dasar dan penilaian dasar. Peserta kursus dibimbing untuk terlibat secara langsung dalam perbincangan dan mengupas secara analitikal setiap kajian kes yang akan dikemukakan sepanjang kursus. Kursus ini membincangkan dari perspektif politik, ekonomi dan sosio-budaya dalam proses penggubalan dan pelaksanaan dasar.

GGGC6513 Educational Policy Studies

The course focuses on the aspect in the establishment, implementation and analysis the policies of education in terms of theory and practice in Malaysia. The first part will focus on the philosophy, principles and theories. The second part will focus on aspects of policies analysis that covers the policy implementation, ratings, revenue base and policy evaluation. Guided course participants to engage directly in conversations and explores in any analytical study that will be presented along the course. This course discuss from the perspective of political, economic and socio - cultural process and policy implementation.

Rujukan/*References*
OECD (2022), Education Policy Outlook 2022: Transforming Pathways for Lifelong Learners, OECD Publishing, Paris, https://doi.org/10.1787/c77c7a97-en.
UNESCO (2022), Going Global with the Happy School Framework: Supporting Holistic School Happiness, UNESCO Publishing, Paris.
UNESCO (2022), High Stakes Exam and Assessments during the Covid 19 Crisis : What is the Status at the end of the 2020-2021 School Year, UNESCO Publishing, Paris.
Samantha, E. H & Jeff, W. (2021) Power and Adult Support in Students Voice Efforts for Policy Change,Educational Policy, 37:2, 490-522.

GGGC6643 Reka Bentuk Program Latihan dalam Perkhidmatan

Kursus ini bertujuan memberi pengetahuan dan pendedahan terkini tentang perancangan, pelaksanaan, pemantauan dan penilaian terhadap program Latihan Dalam Perkhidmatan (LADAP/INSET). Ini meliputi konsep, model-model dan teori-teori latihan dalam perkhidmatan yang terdapat di seluruh dunia dan mengkaji kelebihan dan kelemahannya. Kursus ini menyentuh tentang peranan pusat tanggungjawab dalam merancang program LADAP/INSET secara profesional, berstruktur dan bersistematik. Seterusnya kursus ini akan memberi bimbingan dalam aspek teknik membuat analisis keperluan, reka bentuk dan pengurusan LADAP/INSET pemantauan dan penilaian kursus serta mentoran. Pelajar akan berpeluang mengkaji pelbagai pendekatan dalam perancangan dan pengelolaan LADAP. Para pelajar akan dilibatkan dalam menggubal dan membuat persembahan mengenai satu reka bentuk program LADAP/INSET di tempat bertugas/organisasi pendidikan yang dipilih. Konsep, model dan teori yang telah dipelajari perlu dikaitkan dengan keadaan yang terdapat di tempat kerja atau organisasi pendidikan yang dipilih.

GGGC6643 Design and Development of In-Service Training

This course aims to provide the latest knowledge and exposure on the planning, implementation, monitoring and evaluation of In -Service Training (LADAP/INSET) programs. This covers the concepts, models and theories of in-service training available around the world and examines its advantages and disadvantages. This course touches on the role of the organisation in planning LADAP/INSET programs in a professional, structured and systematic manner. Furthermore, this course will provide guidance in the technical aspects of needs analysis, design and management of LADAP/INSET, monitoring and evaluation of courses as well as mentoring. Students will have the opportunity to study various approaches in the planning and management of LADAP/INSET. Students will be involved in drafting and making a presentation on a design of a LADAP/INSET program at the selected place of work/educational organization. The concepts, models and theories that have been learned need to be related to the conditions found in the chosen workplace or educational organization.

Rujukan/*Reference*
David Amerland. 2017. The Social Media Mind : United State of America. New Line Publishing.
Fariza Khalid, Mohd Jasmy Abd Rahman & Mohd Yusoff Daud. 2020. Pendidikan Digital Era RI 4.0. Penerbit Fakulti Pendidikan UKM, Kuala Lumpur.
Mohd. Jasmy Abd Rahman et. al. 2018. Dron Dalam Pendidikan. Himpunan Kajian Empirikal. Selangor. Fakulti Pendidikan UKM.
Mohd Jasmy Abd Rahman & Norazani Md Zain. 2017. IT Dalam Pendidikan Abad ke-21. Bangi. Fakulti Pendidikan UKM
Philips, R. 2018. Interactive multimedia development. London: Kogan Page

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Psikologi Pendidikan

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan yang berkaitan bidang Psikologi Pendidikan.
2. Menganalisis maklumat dalam penyelesaian masalah berkaitan isu Psikologi Pendidikan.
3. Mengaplikasikan kemahiran praktikal yang bersesuaian dengan bidang Psikologi Pendidikan.
4. Mempraktikkan kemahiran interpersonal dan bekerjasama untuk kepentingan pemegang taruh Psikologi Pendidikan.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam penyebaran maklumat berkaitan Psikologi Pendidikan.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas dan penyebarluasan maklumat berkaitan Psikologi Pendidikan.
7. Mengaplikasikan kemahiran numerikal dalam bidang Psikologi Pendidikan.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dalam membuat keputusan dan kebertanggungjawaban menyampaikan ilmu Psikologi Pendidikan.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam bidang Psikologi Pendidikan.
10. Mempamerkan idea keusahawanan dan inovasi dalam peningkatan kebolehpasaran bidang Psikologi Pendidikan.
11. Mengamalkan nilai etika dan profesionalisme dalam bidang Psikologi Pendidikan.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGB6133	Teori-Teori Kesihatan Mental
GGGB6213	Psikologi Pengajaran dan Pembelajaran Lanjutan
GGGB6223	Psikologi Perkembangan Lanjutan
GGGB6413	Psikologi Kemahiran Berfikir
GGGB6433	Psikologi Sosial

Kursus Elektif Bidang Pengkhususan

GGGE6583	Kajian Bebas
GGGB6613	Minda, Otak dan Pendidikan
GGGB6153	Pembelajaran Dewasa

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Educational Psychology

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing knowledge related in the field of the educational psychology.*
2. *Analysing diverse information in solving issues related to the educational psychology.*
3. *Applying practical skills relevant to the field of educational psychology.*
4. *Practicing interpersonal skills and collaborating for the benefit of educational psychology stakeholders.*
5. *Applying effective communication skills in disseminating information related to educational psychology.*
6. *Applying digital skills in task execution and the dissemination of information related to educational psychology.*
7. *Applying numerical skills in the field of educational psychology.*
8. *Demonstrating leadership skills within a team, autonomy in decision-making, and responsibility in conveying knowledge of educational psychology.*
9. *Applying personal skills through lifelong learning management and educational psychology practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of educational psychology.*
11. *Practicing ethical and professional values related to educational psychology.*

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGB6133	*Mental Health Theories*
GGGB6213	*Advanced Psychology of Teaching and Learning*
GGGB6223	*Advanced Developmental Psychology*
GGGB6413	*Thinking Skills Psychology*
GGGB6433	*Social Psychology*

Elective Course in Specialisation

GGGE6583	*Independent Study*
GGGB6613	*Mind, Brain and Education*
GGGB6153	*Adult Learning*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan/*References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan/*References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGB6133 Teori-Teori Kesihatan Mental

Kursus ini membincangkan teori-teori kesihatan mental meliputi teori psikoanalisis, 'existential', kognitif, behaviorisme, humanistik, dan teori kewujudan diri dari perspektif Islam. Konsep-konsep utama seperti kerisauan, kekecewaan, helah bela diri ditinjau berasaskan teori-teori tersebut. Pelajar juga didedahkan dengan kehidupan sebenar pesakit mental. Di samping itu, pelbagai model perkhidmatan kesihatan mental juga akan diperkenalkan meliputi kesihatan mental dalam alam rumahtangga, persekolahan dan

institusi. Menunjukkan kefahaman dan berupaya berkomunikasi dengan berkesan bersama pesakit mental atau penjaga pesakit.

GGGB6133 Mental Health Theories

This course discusses theories of mental health which include psychoanalysis theory, 'existential', cognitive, behavioral, humanistic, and, individual's existence from Islamic perspective. Key concepts such as anxiety, frustration, and defense mechanism will be discussed based on the above theories. Students are also exposed to the real lives of mental patients. In addition, various mental health service model will be introduced including mental health in the family, school and institutions.

Rujukan*/References*

Handbook of adolescent digital media use and mental health (2022) edited by Jacqueline Nesi, Eva H. Telzer, Mitchell J. Cambridge University Press. United Kingdom.

M. Joseph Sirgy (2020).Positive Balance A Theory of Well-Being and Positive Mental. Springer Nature Switzerland AG.

Max Hammer (2016).The Theory and Practice of Psychotherapy with Specific Disorders (Edited). Kennedy Drive Chevy Chase, USA: International Psychotherapy Institute e-Books 301-215-7377 6612

Meenu Anand (2020). Gender and Mental Health: Combining Theory and Practice. Springer Singapore;Springer.

Nancy, G. A. (2016) Understanding Mental Illness: A Layman's Guide. Kennedy Drive Chevy Chase, USA: International Psychotherapy Institute e-Books 301-215-7377 6612

Paul Taylor, Sharon Morley, Jason L. Powell (2021). Mental Health and Punishments: Critical Perspectives in Theory and Practice, New York:Routledge

GGGB6213 Psikologi Pengajaran dan Pembelajaran Lanjutan

Kursus ini adalah kesinambungan dari kursus Psikologi Pendidikan sama ada di peringkat ijazah sarjana muda atau diploma pendidikan. Pelajar akan bersama-sama membuat refleksi kepada beberapa isu-isu dalam pengajaran dan pembelajaran yang berkaitan dengan teori perkembangan, teori pembelajaran dan model pengajaran. Pelajar juga akan menyediakan kertas pembentangan berdasarkan kajian literatur dalam bidang pendidikan dengan tumpuan kepada proses pengajaran, pembelajaran, motivasi, penilaian dan variabel yang memberi kesan kepada pelajar dan guru.

GGGB6213 Advanced Psychology of Teaching and Learning

This course is a continuation from educational psychology course during undergraduates or diploma level. Discussion will focus on issues related to teaching and learning such as developmental theories, learning theories and models of teaching. Students will be required to prepare a working paper based on literature reviews on teaching, learning, motivation, assessment and other variables that would influence students and teachers.

Rujukan*/References*

Eggen, P. & Kauchak, D. 2012. Educational psychology: Windows on classrooms. Ed. Ke 9. Ohio: Prentice Hall.

Ken Bain (2021). Super Courses: The Future of Teaching and Learning. USA: Princeton University Press.

Michael E. Auer, David Guralnick, Istvan Simonics (2018). Teaching and Learning in a Digital World: Proceedings of the 20th International Conference on Interactive Collaborative Learning – Volume 2. USA: Springer International Publishing

Seng Chee Tan, Shen-Hsing Annabel Chen(2020). Transforming Teaching and Learning in Higher Education: A Chronicle of Research and Development in a Singaporean Context.Singapore: Springer

Slavin R. E. 2014. Educational psychology: Theory and Practice Ed. Ke-11. Boston: Allyn and Bacon

GGGB6223 Psikologi Perkembangan Lanjutan

Kursus ini membincangkan pelbagai teori perkembangan, serta faktor-faktor yang mempengaruhi dan akibat perkembangan yang tidak sempurna. Konsep-konsep utama kursus meliputi ciri-ciri utama perkembangan pada pelbagai peringkat termasuk kanak-kanak, remaja, orang tua dan individu dengan keperluan khas. Dapatan-dapatan kajian tentang perkembangan juga dibincangkan.

GGGB6223 Advanced Developmental Psychology

This course discusses various development theories, factors that affect development and the effects of abnormal development. The main concepts imparted include the main characteristics of development at various stages namely the infant stage, adolescent, adulthood, late adulthood and individuals with special needs. Research findings related to this topic will also be discussed

Rujukan*/References*

David Shaffer & Katherine Kipp, 2020. Developmental Psychology Childhood and Adolescence. Cengage Learning, Inc; 9th edition.

Laura. E.Beck. 2017. Development Through Lifespan. 7th. USA. Pearson

Peter Coleman & Ann O' Hanlon, 2017. Aging and Development: Social and Emotional Perspectives. Routledge; 2nd edition

Robert Siegler, Nancy Eisenberg, Elizabeth Gershoff, 2020. How Children Develop. 6th New York, NY : Worth Publishers, Macmillan Learning.

Robinson, O. (2020). Development through Adulthood. Bloomsbury Publishing.

GGGB6413 Psikologi Kemahiran Berfikir

Kursus ini bertujuan untuk memperkenalkan kepada pelajar konsep pemikiran serta model-model kemahiran berfikir. Antara konsep kemahiran berfikir yang diperkenalkan ialah kemahiran berfikir aras tinggi, kreativiti, pemikiran kritis, penyelesaian masalah, dan membuat keputusan. Fokus perbincangan juga meliputi penggunaan alat-alat berfikir, isu-isu dan amalan terbaik dalam pengajaran kemahiran berfikir. Pelajar diharapkan dapat mencadangkan dan mengaplikasikan kaedah, pendekatan dan teknik yang sesuai dan inovatif dalam pengajaran kemahiran berfikir di pelbagai setting pendidikan.

GGGB6413 Thinking Skills Psychology

The aim of the course is to introduce concepts, theories and models of thinking. The concepts discuss includes higher order thinking skills, creativity, critical thinking, problem solving and decision making skills. The focus of discussion will also include the use of thinking tools, issues and best practices in the teaching of thinking skills. Students are expected to propose and apply suitable and innovative method and techniques to integrate the teaching of thinking skills in various education setting.

Rujukan*/References*

Alane J.S. (2018). Creativity in the Classroom: schools of curious delight. 6th Edition. New York: Routledge

Balu H. A, Chrystalla M, (2017). Thinking Skills for the Digital Generation :The Development of Thinking and Learning in the Age of Information. Switzerland: Springer International Publishing

Beyer, B.K ,(1988). Developing thinking skills programme. Boston: Ally & Bacon.

Elder, Linda, Paul & Richard (2019). The Nature and Functions of Critical & Creative Thinking. London: Rowman & Littlefield Publishers

Fabian, John (2018). Creative Thinking And Problem Solving. London: CRC Press.

Tony Proctor (2021). Absolute Essentials of Creative Thinking and Problem Solving. New York: Routledge.

GGGB6433 Psikologi Sosial

Kursus ini memperkenalkan pelajar dengan konsep utama, teori, model dan pendekatan metodologi khusus bagi memahami tindak balas pemikiran dan tingkah laku individu ke atas persekitaran sosial. Terdapat empat komponen utama yang akan dibincangkan iaitu situasi diri dalam konteks sosial, melihat kepada konsep kendiri, persepsi kendiri dan perbandingan sosial. Komponen kedua, hubungan interpersonal yang akan menfokuskan kepada teori keterikatan, teori pertukaran sosial, teori ekuiti, faktor tarikan dan interpretasi tingkah laku orang lain. Komponen ke tiga, hubungan kumpulan dan antara kumpulan, yang akan memberikan tumpuan kepada norma dan peranan kumpulan, prasangka dan diskriminasi, dan kerjasama antara kumpulan. Manakala, komponen akhir adalah fenomena budaya, pelajar akan diperkenalkan dengan pengalaman budaya individu, tingkah laku aggresif, atribusi, tingkahlaku prososial dan komunikasi silang budaya. Pelajar akan mengendalikan beberapa kajian kes bagi mempraktikan pengetahuan teoretikal yang diperolehi dalam konteks sebenar.

GGGB6433 Social Psychology

This course will introduce students to key concepts, theories, models, and specific methodological approaches for understanding individual thought and behavioral responses to the social environment. There are four main components that will be discussed in this course, namely self-situation in the social context, looking at self-concept, self-perception, and social comparison. The second component is interpersonal relationships which will focus on attachment theory, social exchange theory, equity theory, factors of attraction, and the interpretation of the behavior. The third component is group and intergroup relations, which will focus on group norms and roles, prejudice and discrimination, prejudice and intergroup collaboration. Whereas the final component is cultural phenomena, students will be introduced to individual cultural experiences, aggressive behavior, attribution, prosocial behavior, and cross-cultural communication. Students will conduct several case studies to practice the theoretical knowledge gained in a real context.

Rujukan*/References*

Heinzen Thomas and Goodfriend Wind, 2020. Social Psycholgy. Sage Publications.
Hewstone Miles and Stroebe Wolfgang, 2021. An Introduction to Social Psychology. Wiley
Martin Jennifer, L., and Torok-Gerard, Sarah E., 2019. Educational Psychology: History, Practice, Research and the Future. ABC-CLIO.
Sutton Robbie and Douglas Karen, 2020. Social Psychology (2nd Ed.). Red Globe Press.
Van Lange Paul A.M., Higgins Tory, E., and Kruglanski Arie W., Jakob Freund and Bernd Rucker, 2021. Social Psychology. Handbook of Basic Principles. The Guilford Press.

GGGE6583 Kajian Bebas

Kursus ini bertujuan untuk meningkatkan kemahiran analitikal dan kemahiran penulisan penyelidikan. Pelajar boleh menghasilkan pelbagai bentuk penulisan penyelidik dengan seliaan daripada penyelia. Di akhir kursus ini pelajar dapat menguasai ilmu penyelidikan dalam bidang pengkhususan masing-masing.

GGGE6583 Independent Study

This course focuses on increasing their analytical and research writing skills. Students can produce various forms of research writing under the supervision of a supervisor. At the end of this course, students can master research knowledge in their respective fields of specialization.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.
Kornuta, H. M., Germaine. R. W. (2019). A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Mertens, D. M. (2019). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.
Portwood-Stacer, L. (2021). The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.
Universiti Kebangsaan Malaysia (2018). Panduan Menulis Tesis Gaya UKM. Bangi: Penerbit UKM.

GGGB6613 Minda, Otak dan Pendidikan

Kurus ini bertujuan untuk membina pengetahuan dan kemahiran profesional berdasarkan penyelidikan asas dan amalan daripada bidang psikologi, sains kognitif dan neurosains yang dapat diaplikasi dalam konteks pendidikan. Kursus ini menggabungkan pelbagai disiplin ilmu ini untuk meneroka pembelajaran dan perkembangan manusia merangkumi fungsi otak biologi, mitos-mitos berkaitan otak, emosi, perkembangan kognitif, memori, perbezaan pembelajaran (dyscalculia, disleksia, kekurangan perhatian dan lain-lain), literasi dan numerasi. Dalam kursus ini pelajar dapat memahami anatomi dan fisiologi otak, sejauh mana psikologi, sains kognitif dan neurosains dapat memberi maklumat kepada pendidik, dan bagaimana pendidik dapat menggabungkan penemuan dari neurosains, sains kognitif dan psikologi terhadap amalan pendidikan ke dalam pedagogi yang baik. Melalui kajian kes dan analisis kritikal jurnal, pelajar dapat membuat rumusan komprehensif berkaitan dengan model dan amalan pendidikan yang mengaitkan hasil penemuan minda dan otak dalam konteks pendidikan.

GGGB6613 Mind, Brain and Education

This course aims to build professional knowledge and skills based on basic research and practice from the field of psychology, science cognitive and neuroscience that can be applied in the context of education. This course combines various disciplines to explore human learning and development including biological brain function, brain myths, emotions, cognitive development, memory, learning disabilities (dyscalculia, dyslexia, attention deficit, etc.), literacy and numeracy. In this course students can understand the anatomy and physiology of the brain, and how these multidsplinary area of study such as psychology, cognitive and neuroscience can inform educators and embeded in pedagogy. Through case studies and critical journal analysis, students are able to formulate comprehensive knowledge and pracices related to brain and mind in the educational context.

Rujukan*/References*

Mareschal, D., Butterworth, B., & Tolmie, A.,2018. Educational neuroscience. London: Wiley Blackwell.

Marry Helen,. 2018. Emotions, Learning, and the Brain : Exploring the Educational Implications of Affective Neuroscience. WW Norton & Co. New York, US

Tokuhama-Espinosa, T., 2010. The new science of teaching and learning: Using the best of mind, brain, and education science in the classroom. New York: Columbia University Teachers College Press.

Thomas, M. S. C., Mareschal, D., & Dumontheil, I. 2020. Educational Neuroscience: Development Across the Lifespan. London, UK: Psychology

GGGB6153 Pembelajaran Dewasa

Kursus ini menfokuskan kepada proses pengajaran dan pembelajaran yang melibatkan pelajar dewasa. Pelajar didedahkan dengan konsep pembelajaran dewasa, ciri-ciri psikologi pelajar dewasa dan objektif pembelajaran bagi membolehkan pelajar membezakan pendidikan dewasa dengan pendidikan lain. Teori dan model pembelajaran dewasa dibincangkan bagi membolehkan pelajar memahami pembolehubah-pembolehubah penting yang menyokong kepada perancangan dan pelaksanaan pengajaran. Maklumat dan pengetahuan ini membina kompetensi pelajar dalam mengajar pelajar dewasa di pelbagai institusi dan organisasi pendidikan sama ada secara formal atau non-formal. Kajian kes bebentuk kajian lapangan dilaksanakan bagi membolehkan pelajar menyepadukan pengetahuan teoritikal dengan pengalaman realiti di lapangan.

GGGB6153 Adult Learning

This course focuses on the teaching and learning process involving adult students. Students are exposed to the concept of adult learning, psychological characteristics of adult students and the learning objectives to enable students to distinguish adult education from other education. Adult learning theories and models are discussed to enable students to understand the important variables that support the planning and implementation of teaching. This information and knowledge builds student competence in teaching adult students in various educational institutions and organizations either formally or non-formally. Case studies in the form of field studies are carried out to enable students to integrate theoretical knowledge with reality experience in the field.

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Rujukan*/References*

Evans, R., Kurantowicz & Lucio-Villeges, C. 2017. Researching and transforming adult learning and communities. The local/global context. Sense Publishers, Rotterdam, Netherlands.

Griff, F. 2020. Dimension of adult learning: Adult education and training in a global era. Routledge. New York

Knowles, M. S., Holton, E. F., & Swanson, R. A. 2020. The adult learner: The definitive classic in adult education and human resource development. Taylor & Francis Group. New York

Merriam, S.B and Baumgartner, 2020 . Learning in Adulthood. A Comprehensive Guide. Jossey-Bass

Okojie, M.,& Boulder, T.C. 2020. Handbook of Research on Adult Learning in Higher Education. IGI Global. Hershey

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 ***Research Paper***

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Sosiologi Pendidikan

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan dan kefahaman berkaitan dengan teori dan perspektif Sosiologi Pendidikan.
2. Menganalisis kepelbagaian maklumat dalam penyelesaian berkaitan isu Sosiologi Pendidikan.
3. Mengaplikasikan kemahiran praktikal dalam pengendalian tugasan dan kajian lapangan berasaskan ilmu Sosiologi Pendidikan.
4. Mempraktikkan kemahiran interpersonal dalam pengendalian projek berkaitan pendidikan dan komuniti berdasarkan ilmu Sosiologi Pendidikan.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam penyebarluasan ilmu Sosiologi Pendidikan melalui penulisan atau percakapan dengan pelbagai pihak.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan pelbagai tugasan dan projek berkaitan ilmu Sosiologi Pendidikan melalui media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal yang dijana daripada tugasan dan projek penyelidikan Sosiologi Pendidikan.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dalam pembuatan keputusan serta kebertanggungjawaban penyampaian ilmu Sosiologi Pendidikan kepada masyarakat.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam usaha melestarikan bidang ilmu Sosiologi Pendidikan.
10. Mempamerkan kompetensi serta idea keusahawanan dan inovasi bagi peningkatan kebolehpasaran pendidikan sebagai nilai tambah dalam bidang Sosiologi Pendidikan.
11. Mengamalkan nilai etika dan sikap profesionalisme dalam bidang Sosiologi Pendidikan selari aspirasi kewarganegaraan global.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGD6253	Sosiologi Pendidikan
GGGD6223	Pendidikan dan Perubahan Sosial
GGGD6233	Pendidikan dan Pembangunan
GGGD6263	Pendidikan, Penduduk dan Aliran Ekonomi
GGGD6273	Sekolah dan Masyarakat

Kursus Elektif Bidang Pengkhususan

GGGE6583	Kajian Bebas

Kursus Elektif Bebas

Mana-mana dua (2) kursus peringkat Sarjana di Fakulti Pendidikan

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Education Sociology

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing knowledge and understanding related to theories and perspectives of the sociology of education.*
2. *Analysing diverse information in solving issues related to the sociology of education.*
3. *Applying practical skills in handling assignments and field studies based on the knowledge of the sociology of education.*
4. *Practicing interpersonal skills in managing projects related to education and the community based on the knowledge of the sociology of education.*
5. *Applying effective communication skills in disseminating knowledge of the sociology of education through writing or speaking with various parties.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of sociology of education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to sociology of education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to sociology of education.*
9. *Applying personal skills through lifelong learning management and sociology of education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of sociology of education.*
11. *Practicing ethical and professional values related to sociology of education in line with global citizenship aspirations.*

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGD6253	*Sociology of Education*
GGGD6223	*Education and Social Change*
GGGD6233	*Education and Educational Development*
GGGD6263	*Education, Population and Economic Growth*
GGGD6273	*School and Society*

Elective Course in Specialisation
GGGE6583 Independent Study

Open Elective Course
Any two (2) courses from Master of Education level in the Faculty of Education.

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan/*References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan/*References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGD6253 Sosiologi Pendidikan

Kursus ini bertujuan mendedahkan kepada para pelajar tentang pemahaman pendidikan dari perspektif sosiologi. Ia memfokuskan mengenai teori sosiologi yang berbeza, pemahaman dan perkaitan sosiologi. Ia juga memberi peluang kepada para pelajar untuk membuat analisa berkaitan kajian yang melibatkan sekolah, masyarakat dan kumpulan sosial melalui pendekatan sosial.

GGGD6253 Sociology of Education

This course introduces the concept of sociology in education. It focuses on the different sociological theories, a prerequisite in understanding and comprehending sociology. Discourses will also include analyses involving schools, society and social groups as well as studies and research that utilize sociological approaches.

Rujukan*/References*

Abdul Aziz Abdul Rahman, Abdul Razaq Ahmad & Mohd. Mahzan Awang. (2019). Patriotisme dan Toleransi Kaum Antara Belia Malaysia: Hasrat dan Pelaksanaan. Bangi: Penerbit UKM. ISBN 9789674128142.

Anthony Giddens, Mitchell Duneier, et al. (2021). Introduction to Sociology. New York: W.W. Norton & Company. ISBN-10: 0393538028.

Arum, R., Beattie, I.R., Ford, K.S. (Eds). (2020). The Structure of Schooling: Readings in the Sociology of Education 4th Edition. London: SAGE Publication Ltd. ISBN-10: 1506348742.

Boronski, T. & Hassan, N. (2020). Sociology of Education. London: SAGE Publication Ltd. ISBN-10: 1526445123.

Jazimin Zakaria & Sity Daud. (2022). Pendemokrasian di Malaysia dan Integrasi Nasional. Bangi: Penerbit UKM.

GGGD6223 Pendidikan dan Perubahan Sosial

Kursus ini bertujuan memberi gambaran secara jelas tentang perkembangan dan perubahan sosial yang saling mempengaruhi secara timbal balik antara pendidikan dan masyarakat. Kursus ini akan memulakan penelitian bagaimana terbentuknya masyarakat pluraliti dan masyarakat plural di Malaysia yang memberikan impak kepada proses pembangunan pendidikan. Perbincangan seterusnya meliputi latar belakang pendidikan di Malaysia serta isu-isu terkini mengenainya. Kursus ini akan membincangkan secara teliti dasar dasar pendidikan yang telah dipengaruhi oleh perubahan sosial dalam masyarakat. Penekanan utama akan diberikan kepada isu-isu yang berkaitan dasar penjajah terhadap pendidikan, pendidikan pasca merdeka, industrialisasi dan pendidikan, globalisasi dan pendidikan. Juga akan disentuh berkaitan pengaruh perubahan ekonomi, sosio budaya serta kerencaman politik secara khusus dalam mempengaruhi pendidikan negara.

GGGD6223 Education and Social Change

This course provides a clear picture of the development and social changes that may affect the relationship between education and society. This course examines how the formation of a plural society in Malaysia has an impact on the educational development process. Further discussion covers the educational background in Malaysia as well as its latest issues. This course discusses the educational policies that have been influenced by social change in society. The main emphasis is on issues related to colonial policy on education, post-independence education, industrialization and education, globalization and education. It also discusses the influence of economic, socio-cultural changes as well as political planning and its influence towards national education.

Rujukan*/References*

Bourn, D. (2022). Education for Social Change: Perspectives on Global Learning. New York: Bloomsbury Publishing

Findlow, S. (2018). Local Citizenship in the Global Arena: Educating for Community Participation and hange. London: Routledge Research in Education Policy and Politics

Fullan, M. (2019). The New Meaning of Educational Change. London: Routledge &Taylor Francis Group.

Massey, G.M. (2018), Ways of Social Change: Making Sense of Modern Times. London: SAGE Publication Ltd.
Smith, D.G. (2021). Diversity's Promise for Higher Education: Making It Works. Baltimore: John Hopkins University Press

GGGD 6233 Pendidikan dan Pembangunan

Kursus ini membincangkan hubungkait antara pendidikan dan pembangunan dalam pelbagai konteks makro dan mikro. Perbandingan terhadap sistem pendidikan dan kemajuan turut dilakukan dengan merujuk kepada indeks berkaitan pendidikan dan kemajuan sesebuah negara turut dilakukan. Perbincangan turut memfokuskan kepada sejauh mana pendidikan menjadi mekanisme dan strategi utama kerajaan di seluruh dunia ke arah pembangunan dan kemajuan negara. Justeru beberapa kerangka pendidikan dan pelan pembangunan di beberapa negara terpilih turut dibuat analisis perbandingan sebagai langkah untuk mengenalpasti kedudukan kemajuan pendidikan dan pembangunan sosio-ekonomi rakyat di negara tersebut.

GGGD 6233 Education and Educational Development

This course discusses the relationship between education and development in a variety of macro and micro contexts. Comparisons of the education system and development are also made with reference to indices related to education and development of a country. Discussions also focused on the extent to which education has become a key mechanism and strategy of governments around the world towards national development and progress. Therefore, several educational frameworks and development plans in selected countries will be carried out using a comparative analysis as a measure to identify the position of educational progress and socio-economic development of the people in those countries.

Rujukan*/References*

Jensen, E. (2022). Teaching with Poverty and Equity in Mind. Alexandria: Association for Supervision & Curriculum Development
Mohd Mahzan Awang, Zunaida Zakaria & Abdul Razaq Ahmad. (2021). Kompetensi Warganegara dalam Kerangka Negara Demograsi. Bangi: Penerbit UKM
Norazilawati Abdullah. (2020). Trend Dan Isu Pendidikan Abad Ke-21. Tanjong Malim: Penerbit UPSI
Rose,P., Arnot, M., Jeffery,R. & Singal, N. (2021). Reforming Education and Challenging Inequalities in Southern Contexts: Research and Policy in International Development. London: Routledge
The World Bank. (2022). World Development Report 2022: Finance for an Equitable Recovery. Washington: International Bank for Reconstruction and Development

GGGD6263 Pendidikan, Penduduk & Aliran Ekonomi

Kursus ini bertujuan mendedahkan pelajar kepada bagaimana aliran ekonomi dan perubahan struktur penduduk memberi kesan terhadap perancangan, dasar pendidikan dan perubahan pendidikan dalam komuniti. Kursus ini bersifat multi-disiplin yang mengkaji bagaimana perubahan dalam sektor ekonomi dan faktor-faktor seperti taburan umur penduduk, fertiliti dan mortaliti, migrasi, kumpulan etnik, masyarakat terpinggir dan komuniti luar bandar memberi kesan ke atas permintaan terhadap tenaga kerja. Perkembangan aliran ekonomi dan penduduk adalah merupakan faktor yang sentiasa berubah-ubah dalam menentukan struktur dan sistem pendidikan serta kesejahteraan komuniti. Kursus ini dikendalikan menerusi teoritikal dan penggunaan data sekunder dalam menyiapkan tugasan ilmiah bertulis yang berpotensi untuk dibentangkan di peringkat kebangsaan dan antarabangsa.

GGGD6263 Education, Population and Economic Growth

This course aims to expose students on how economic flows and changes in population structure would affect educational planning, policy and educational change in the community. This multi-disciplinary course examines how changes in the economic sector and factors such as population distribution, fertility and mortality, migration, ethnic groups, marginalized communities and rural communities may affect labour demand. It also discusses the development of economic and population flows is an ever-changing factor in determining the structure and educational system as well as the well-being of the community. This course is conducted through theoretical and the use of secondary data in completing written scholarly assignments that may be able to be presented at the national and international forums.

Rujukan*/References*

Anisa Saleha M. Nunuh Saleh & Abdul Razaq Ahmad. (2021). Sokongan Keterlibatan dan Pencapaian Pelajar Rentas Gender. Bangi: Penerbit UKM

Azizan Zainuddin & Kartini Aboo Talib @ Khalid. (2021). Dasar Wanita Negara: Mengarusperdanakan Gender dalam Sektor Politik & Pekerjaan. Bangi: Penerbit UKM

Bradley, S. & Green, C. (2020). The Economics of Education: A Comprehensive Overview. London: ELSEVIER

Davidson, A. (2021). The Passion Economy: The New Rules for Thriving in the Twenty-First Century. New York: Vintage Books

Sachs, H. (2020). Issues With The Average Age Of The Population Increasing And The Economic Effects That An Aging Population Has On Global Markets And Industries. USA:Amazon Digital Services LLC

GGGD6273 Sekolah dan Masyarakat

Kursus ini bertujuan memberi gambaran secara jelas tentang hubungan pendidikan dan masyarakat di Malaysia, khususnya pada peringkat sekolah menengah. Perbincangan meliputi latar belakang pendidikan di Malaysia serta isu-isu terkini mengenainya. Kursus ini juga akan membincangkan nilai nilai masyarakat yang dilaksanakan melalui pendidikan khususnya menekankan sumbangan pendidikan terhadap pembangunan negara dan bangsa.

GGGD6273 School and Society

This course aims to give a clear picture of the relationship between education and society in Malaysia, especially at the secondary school level. The discussion covers the educational background in Malaysia as well as the latest issues on it. This course will also discuss the values of society implemented through education, especially emphasizing the contribution of education to the development of the country and the nation.

Rujukan*/References*

Ballantine, J.H. (2018). School and Society. London: SAGE Publication.

Ballantine, J.H., et.al., (2017). Schools and Society: A sociological approach to Education. London: SAGE Publication.

Erjati Abas. (2017). Menuju Sekolah Mandiri. Jakarta: PT Gramedia.

Grek, S., Maroy, C. & Verger, A (Eds). (2020). World Yearbook of Education 2021 - Accountability and 'Datafication' in the Governance of Education. United Kingdom: Routledge.

Institut Penyelidikan Pembangunan Belia Malaysia. (2017). The ASEAN Community Malaysian Youth Aspirations and Way Forward. Putrajaya: IYRES.

Sadker, D.M. & Zittleman, K. (2019). Teachers, School and society. New York. McGraw-Hill.

GGGE6583 Kajian Bebas

Kursus ini bertujuan untuk meningkatkan kemahiran analitikal dan kemahiran penulisan penyelidikan. Pelajar boleh menghasilkan pelbagai bentuk penulisan penyelidik dengan seliaan daripada penyelia. Di akhir kursus ini pelajar dapat menguasai ilmu penyelidikan dalam bidang pengkhususan masing-masing.

GGGE6583 Independent Study

This course focuses on increasing their analytical and research writing skills. Students can produce various forms of research writing under the supervision of a supervisor. At the end of this course, students can master research knowledge in their respective fields of specialization.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Kornuta, H. M., Germaine. R. W. (2019). A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Mertens, D. M. (2019). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. (2021). The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Universiti Kebangsaan Malaysia (2018). Panduan Menulis Tesis Gaya UKM. Bangi: Penerbit UKM.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pembangunan Ekonomi

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan dan kefahaman berkaitan dengan teori dan perspektif pendidikan bagi Pembangunan Ekonomi.
2. Menganalisis kepelbagaian pengetahuan dalam penyelesaian berkaitan isu pendidikan bagi Pembangunan Ekonomi.
3. Mengaplikasikan kemahiran praktikal dalam pengendalian tugasan dan kajian lapangan berasaskan ilmu pendidikan bagi Pembangunan Ekonomi.
4. Mempraktikkan kemahiran interpersonal dalam pengendalian projek berkaitan pendidikan dan komuniti berdasarkan ilmu pendidikan bagi Pembangunan Ekonomi.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam penyebarluasan ilmu pendidikan untuk bidang Pembangunan Ekonomi melalui penulisan atau percakapan dengan pelbagai pihak.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan pelbagai tugasan dan projek berkaitan ilmu pendidikan untuk Pembangunan Ekonomi.
7. Mengaplikasikan pelbagai bentuk data numerikal yang dijana daripada tugasan dan projek penyelidikan pendidikan bagi Pembangunan Ekonomi.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dalam pembuatan keputusan serta kebertanggungjawaban penyampaian ilmu pendidikan dalam konteks Pembangunan Ekonomi kepada masyarakat.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam usaha melestarikan bidang ilmu pendidikan bagi Pembangunan Ekonomi.
10. Mempamerkan kompetensi serta idea keusahawanan dan inovasi bagi peningkatan kebolehpasaran pendidikan sebagai nilai tambah dalam bidang Pembangunan Ekonomi.
11. Mengamalkan nilai etika dan sikap profesionalisme dalam bidang Pembangunan Ekonomi.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGD6413	Pengenalan Pendidikan Ekonomi
GGGD6433	Ekonomi dan Perancangan Pendidikan
GGGD6443	Pembiayaan, Kos dan Produktiviti Pendidikan
GGGD6453	Pendidikan dan Pertumbuhan Ekonomi
GGGD6463	K-ekonomi dalam Pengajaran dan Pembelajaran

Kursus Elektif Bidang Pengkhususan

GGGE6583	Kajian Bebas
GGGB6333	Teori dalam Pengukuran dan Penilaian
GGGB6323	Analisis Data

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Economic Development

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing knowledge and understanding related to theories and perspectives of the economic development.*
2. *Analysing diverse information in solving issues related to the economic development.*
3. *Applying practical skills in handling assignments and field studies based on the knowledge of the economic development.*
4. *Practicing interpersonal skills in managing projects related to education and the community based on the knowledge of the economic development.*
5. *Applying effective communication skills in disseminating knowledge of the economic development through writing or speaking with various parties.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of economic development.*
7. *Applying various forms of numerical data generated from educational research assignments and projects for economic development.*
8. *Exhibiting leadership skills within a team, autonomy in decision-making, and accountability in delivering educational knowledge in the context of economic development to society.*
9. *Applying personal skills through lifelong learning management and economic development practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of economic development.*
11. *Practicing ethical and professional values related to economic development.*

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGD6413	*Introduction To Economics Education*
GGGD6433	*Economics and Educational Planning*
GGGD6443	*Educational Financing, Costs and Productivity*
GGGD6453	*Education and Economic Development*
GGGD6463	*K-economics in Teaching and Learning*

Elective Course in Specialisation

GGGE6583	*Independent Study*
GGGB6333	*Theory In Evaluation And Measurement*
GGGB6323	*Data Analysis*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan/*References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan/*References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGD6413 Pengenalan Pendidikan Ekonomi

Kursus ini bertujuan meningkatkan pengetahuan dan kefahaman terhadap konsep ekonomi dalam pendidikan. Konsep ini akan dibincangkan secara umum dan meliputi skop yang luas. Antara konsep yang dibincangkan meliputi Pengenalan kepada Nilai-nilai Ekonomi dalam Pendidikan, Pendidikan Sebagai Sebuah Industri, Pendidikan dan Modal Manusia, Kos dan Nilai Faedah dalam Pendidikan, Pelaburan dalam Pendidikan, Pembiayaan Pendidikan, Pulangan Pendidikan dan Produktiviti dalam Pendidikan.

GGGD6413 Introduction To Economics Education

This course aims to increase knowledge and understanding of economic concepts in education. This concept will be discussed in general and covers a wide scope. Among the concepts discussed include Introduction to Economic Values in Education, Education as an Industry, Education and Human Capital, Cost and Benefit Value in Education, Investment in Education, Financing Education, Return on Education and Productivity in Education.

Rujukan*/References*

Andrew Mayo. 2012. Human resources or human capital? Managing people as assets. England: Gower Publishing Limited.

Hanushek, E. A. & Woessmann, L. 2020. The Economic Impacts of Learning Losses. OECD.

Henning, M. B. 2016. Innovations in Economic Education: Promising Practices for Teachers and Students. New York: Routledge Taylor & Francis Group.

Sheehan, J. 2012. The Economics of Education. Taylor & Francis Ltd. London, United Kingdom.

Technology and Innovation Report. 2021. Cathing Technological Waves Innovation with Equity. United Nations.

GGGD6433 Ekonomi dan Perancangan Pendidikan

Kursus ini bertujuan meningkatkan pengetahuan dan kefahaman terhadap teori-teori dan model-model perancangan dalam pendidikan dan hubungan perancangan dengan pemboleh ubah-pemboleh ubah ekonomi. Antara aspek-aspek yang dibincangkan meliputi teori modal manusia dan dan model-model makro dan mikro dalam perancangan pendidikan. Di samping itu, beberapa pendekatan perancangan seperti pendekatan berasaskan keperluan guna tenaga, pendekatan berasaskan nilai pulangan ekonomi dan pendekatan berasaskan tuntutan sosial turut ditekankan.

GGGD6433 Economics and Educational Planning

This course aims to increase knowledge and understanding of planning theories and models in education and the relationship between planning and economic variables. Among the aspects discussed include human capital theory and macro and micro models in education planning. In addition, several planning approaches such as an approach based on employment needs, an approach based on economic return value and an approach based on social demands are also emphasized.

Rujukan*/References*

Bashir, S., Dahlman, C. J., Kanehira, N., & Tilmes, K. 2021. The Converging Technology Revolution and Human Capital: Potential and Implications for South Asia. The World Bank Group, Washinton.

Charles, M. R., Brian, J. B., & Rodney, D. M. 2016. Instructional-Design Theories and Models, Volume IV: The Learner-Centered Paradigm of Education. Devon, UK: Routledge.

Copur, Z. 2015. Handbook of Research on Behavioral Finance and Investment Strategies: Decision Making in the Financial Industry. Hershey PA, USA: IGI Global.

Kementerian Pendidikan Tinggi. 2016. Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi). Jabatan Pendidikan Tinggi: Putrajaya.

The World Bank. 2021. Investing in Human Capital for a Resilient Recovery: The Role of Public Finance. The World Bank, Washinton.

GGGD6443 Pembiayaan, Kos dan Produktiviti Pendidikan

Kursus ini membincangkan peranan dan tanggungjawab kerajaan dalam pembiayaan pendidikan, konsep dan pengukuran kos, analisis kos faedah dalam pendidikan dan hubungan antara kos dan produktiviti. Antara aspek-aspek yang ditekankan ialah justifikasi pembiayaan dan peruntukan belanjawan untuk pendidikan, konsep dan pengukuran kos langsung dan tidak langsung, penggunaan analisis kos faedah marginal dan fungsi pengeluaran terhadap hubungan input-output.

GGGD6443 Educational Financing, Costs and Productivity

This course discusses the role and responsibilities of government in education financing, cost concepts and measurements, cost -benefit analysis in education and the relationship between cost and productivity. Among the aspects emphasized are the justification of funding and budget allocation for education, the concept and measurement of direct and indirect costs, the use of marginal benefit cost analysis and the production function on the input-output relationship.

Rujukan/*References*

Eun, C. S., Resnick, B. G., & Sabherwal, S. 2012. International financial management. New York, NY: McGraw-Hill.

Hoxby, C. M., & Stange, K. 2019. Productivity in Higher Education. United States, The University of Chicago Press.

Thelin, J.R. 2013. The Rising Costs of Higher Education. United States: ABC-CLIO.

Unit Perancang Ekonomi. 2021. Rancangan Malaysia Kedua Belas 2021-2025. Percetakan Nasional Malaysia Berhad.

Vern, R. B. Jr., Deborah, A. V. & Rulon, R. G. 2016. Financing Education in a Climate of Change. New York: Pearson Education. Inc.

GGGD6453 Pendidikan dan Pertumbuhan Ekonomi

Kursus ini bertujuan meningkatkan pengetahuan dan kefahaman terhadap perkaitan antara pendidikan dan pertumbuhan ekonomi. Antara aspek-aspek yang akan dibincangkan ialah faktor-faktor yang mempengaruhi pertumbuhan ekonomi dan sumbangan pelaburan dalam pendidikan terhadap pertumbuhan ekonomi. Model-model yang mengaitkan pendidikan dengan pertumbuhan ekonomi yang akan diberi penekanan meliputi model Schultz, model Denison dan model McClelland.

GGGD6453 Education and Economic Development

This course aims to increase knowledge and understanding of the relationship between education and economic growth. Among the aspects that will be discussed are the factors that influence economic growth and the contribution of investment in education to economic growth. Models linking education to economic growth that will be emphasized include the Schultz model, the Denison model and the McClelland model.

Rujukan/*References*

Baland, J.-M., Bourguignon, F., Platteau, J.-P., & Verdier, T. 2020. The Handbook of Economic Development and Institutions. Princeton University Press.

Eric, A. H. & Ludger, W. 2015. The Knowledge Capital of Nations: Education and the Economics of Growth. London, England: The MIT Press.

Peter, N. H. 2013. Economic Growth and Sustainable Development. Paignton, UK: Routledge Taylor & Francis Group.

Toutkoushian, R. K. & Paulsen, M. B. 2016. Economics of higher education. Springer Netherlands.

Woessmann. L., & Bettinger, E. 2020. New Directions in the Economics of Higher Education. Cheltenham: Edward Elgar Publishing.

GGGD6463 K-ekonomi dalam Pengajaran dan Pembelajaran
K-economics in Teaching and Learning

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang inovasi pengajaran dan pembelajaran ekonomi menggunakan teknologi atau lebih dikenali sebagai K-ekonomi. Pelajar akan mempelajari cara-cara membangunkan bahan pengajaran dalam ekonomi meliputi proses penilaian keperluan, mereka bentuk grafik dan animasi, penilaian bahan, mengeluar dan menggunakan media elektronik dan bukan elektronik untuk di aplikasikan dalam institusi pendidikan. Selain itu, kesesuaian pelaburan pendidikan dalam K-ekonomi juga diambil kira mengikut keperluan pembelajaran futuristik.

GGGD6463 K-economics in Teaching and Learning

This course aims to give students exposure to innovation in teaching and learning economics using technology or better known as K-economy. Students will learn how to develop teaching materials in economics covering the needs assessment process, designing graphics and animation, material evaluation, and producing and using electronic and non-electronic media to be applied in educational institutions. In addition, the appropriateness of educational investment in the K-economy is also taken into account according to futuristic learning needs.

Rujukan*/References*

Borne, K. & Schmarzo, B. 2020. The Economics of Data, Analytics and Digital Transformation. Packt Publishing.

Jagannathan, S. 2021. Reimagining Digital Learning for Sustainable Development: How Upskilling, Data Analytics and Educational Technologies Close the Skills Gap. Routledge, New York.

Mamoon, D. & Hernandez, S. 2018. Economics of Technology. KSP.

Overby, H. & Audestad, J. A. 2018. Introduction to Digital Economics: Foundations, Business Models and Case Studies (2nd). Scotts Valley, CA, USA.

Rennie, F. & Smyth, K. 2020. Digital Learning: The Key Concepts (2nd). Routledge: Taylor & Francis Group, London.

GGGE6583 Kajian Bebas

Kursus ini bertujuan untuk meningkatkan kemahiran analitikal dan kemahiran penulisan penyelidikan. Pelajar boleh menghasilkan pelbagai bentuk penulisan penyelidik dengan seliaan daripada penyelia. Di akhir kursus ini pelajar dapat menguasai ilmu penyelidikan dalam bidang pengkhususan masing-masing.

GGGE6583 Independent Study

This course focuses on increasing their analytical and research writing skills. Students can produce various forms of research writing under the supervision of a supervisor. At the end of this course, students can master research knowledge in their respective fields of specialization.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Kornuta, H. M., Germaine. R. W. (2019). A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Mertens, D. M. (2019). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.
Portwood-Stacer, L. (2021). The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.
Universiti Kebangsaan Malaysia (2018). Panduan Menulis Tesis Gaya UKM. Bangi: Penerbit UKM.

GGGB6333 Teori Dalam Pengukuran Dan Penilaian

Kursus ini bermula dengan sejarah dan seterusnya memperkenalkan berbagai-bagai teori dalam pengukuran dan penilaian. Teori-teori ini dijadikan asas dalam pemilihan pelbagai instrumen yang digunakan dalam penyelidikan, pendidikan, latihan dan bimbingan seperti ujian kecerdasan, ujian personaliti, ujian pencapaian dan ujian bakat. Penekanan juga diberi kepada cara-cara pentadbiran, pemberian markah dan penaksiran hasil-hasil ujian tersebut.

GGGB6333 Theory In Evaluation And Measurement

Beginning the course with its history, it develops in imparting the various theoiries encompassing measurement and evaluation. Using these theories as basis, various types of instruments used in research, education and guidance such as IQ test, personality test as well as the achievement test. Emphasis will also be given on the administration of the tests, awarding of marks, and interpreting test results.

Rujukan*/References*

Bandalos, D.L. 2018. Measurement Theory and Applications for the Social Sciences (Methodology in the Social Sciences) (1st ed.) Kindle Edition. New York: The Guilford Press.
Bond, T. G., Yan, Z. & Heene, M. 2021. Applying the Rasch Model: Fundamental Measurement in The Human Sciences (4th ed). New Jersey: Routledge.
Chapelle, C.A. 2020. Argument-Based Validation in Testing and Assessment (Quantitative Applications in the Social Sciences) (1st ed.) California: SAGE Publications
DeVellis, R.F. & Thorpe, C.T. 2021. Scale Development: Theory and Applications (Applied Social Research Methods) (5th ed.) NY: SAGE Publication.
Furr, R.M. & Bacharach, V.R. 2017. Psychometric: An Introduction. (3rd ed). London: SAGE**.**

GGGB6323 Analisis Data

Kursus ini bertujuan memberi pengetahuan dan kemahiran tentang penganalisisan data bagi data-data kuantitatif untuk penyelidikan. Penganalisisan data ini akan menggunakan perisian SPSS for Windows dan perisian lain. Pelajar akan dibimbing untuk menganalisis data melalui pelbagai kaedah statistik di samping mentafsir data-data yang telah dianalisis.

GGGB6323 Data Analysis

This course aims to provide knowledge and skill in analysing quantitative data in research. Data will be analysed using the software package SPSS for Windows and other software. Students will be guided to analyse data using various statistical which have been analysed.

Rujukan*/References*

Abbot, M.L. 2017. Using Statistics in the Social and Health Sciences with SPSS and Excel. NJ: John Wiley & Sons.
Cramer, D. & Howitt, D. 2017. Introduction to SPSS in Psychology (8th ed). United Kingdom: Pearson Education Limited.

George, D. & Mallery, P. 2021. IBM SPSS Statistics 27 Step by Step: A Simple Guide and Reference (17th ed.), NY: Routledge.
Macinnes, J. 2017. An Introduction to Secondary Data Analysis with IBM SPSS Statistics. London: SAGE Publications.
Muijs, D. 2022. Doing Quantitative Research in Education with IBM SPSS Statistics (3rd ed.), Kindle Edition. London: SAGE Publications.
Roni, S.M. & Djajadikerta, H.G. 2022. Data Analysis with SPSS for Survey-based Research. Singapore: Springer.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.
Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.
Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.
Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.
Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pendidikan Sejarah

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran kurikulum yang dinamik dalam pendidikan Sejarah
2. Menganalisis maklumat dalam menyelesaikan masalah dengan menggunakan kemahiran analitis berkaitan isu pendidikan Sejarah
3. Mengaplikasikan kemahiran praktikal, instrumen dan kaedah dalam pengajaran dan pembelajaran yang bersesuaian dengan bidang pendidikan Sejarah
4. Mempraktikkan kemahiran interpersonal dan bekerjasama dalam memberi perkhidmatan untuk kepentingan pemegang taruh pendidikan Sejarah
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat pendidikan Sejarah
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas dan menyebarluaskan maklumat dalam pendidikan Sejarah
7. Mengaplikasikan kemahiran numerikal dalam persekitaran pendidikan Sejarah
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dalam membuat keputusan dan kebertanggungjawaban menyampaikan ilmu pendidikan Sejarah
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam pendidikan Sejarah
10. Mempamerkan idea keusahawanan dan inovasi bagi meningkatkan kebolehpasaran Pendidikan Sejarah
11. Mengamalkan nilai etika dan profesionalisme dalam pendidikan Sejarah

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGE6853	Pendidikan Sejarah di Malaysia
GGGE6863	Teori dan Falsafah Ilmu Sejarah
GGGE6893	Pedagogi dan Kemahiran Berfikir dalam Pengajaran Sejarah
GGGE6883	Pengukuran dan Penilaian di dalam Pendidikan Sejarah
GGGE6873	Pembangunan Penyelidikan Dalam Pendidikan Sejarah

Kursus Elektif Bidang Pengkhususan

GGGD6223	Pendidikan dan Perubahan Sosial
GGGD6273	Sekolah dan Masyarakat
GGGA6213	Teori dan Amalan Kurikulum

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in History Education

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing the knowledge related to teaching and learning in the face of dynamic challenges within the field of history education.*
2. *Analysing information in the problem-solving process based on analytical skills related to history education.*
3. *Applying practical skills, instruments, and methods in teaching and learning that are relevant to the field of history education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of history education.*
5. *Applying effective communication skills to disseminate information on history education.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of mathematics education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to history education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to history education.*
9. *Applying personal skills through lifelong learning management and committed history education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of history education.*
11. *Practicing ethical values and professionalism in history education*

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGE6853	*History Education in Malaysia*
GGGE6863	*The Theory and Philosophy in History*
GGGE6893	*Pedagogy and Thinking Skills in History Teaching*
GGGE6883	*Measurement and Evaluation in History Education*
GGGE6873	*Research Development in History Education*

Elective Course in Specialisation

GGGD6223	*Education and Social Change*
GGGD6273	*School and Society*
GGGA6213	*Curriculum Theory and Practice*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

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This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems

and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan*/References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan*/References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGE6853 Pendidikan Sejarah di Malaysia

Kursus ini bertujuan memberi gambaran secara jelas tentang corak pendidikan sejarah di Malaysia, khususnya pada peringkat sekolah menengah. Perbincangan meliputi latar belakang pendidikan sejarah di Malaysia serta isu-isu terkini mengenainya. Kursus ini juga akan membincangkan pendidikan nilai yang dilaksanakan melalui pendidikan sejarah. Penekanan utama akan diberikan kepada isu-isu yang berkaitan dengan pemupukan nila-nilai kewarganegraan dalam pendidikan sejarah KSSM.

GGGE6853 History Education in Malaysia

The purpose of this course is to provide a clear picture about the pattern of history education in Malaysia. Discussion involves arround the background of history education in Malaysia, purpose and objective of history education, amendments and curriculum and current issues in history education. This course will also discuss value education in history education. The main emphasis is on issues relating to the citizenship values education enhancement in the KBSM history education.

Rujukan/*References*

Ariffin Omar. 2018. Konsep Bangsa Melayu dalam Demokrasi dan Komuniti, 1945-1950, Petaling Jaya Selangor, SIRD.

Ednan Aslan & Marcia Hermansen. 2018. Islam and Citizenship Education, New York & London, Springer Fachmedien Wiesbaden.

Hayden, T., Arthur.J& Hunt, M. 2020. Learning to Teach History in Secondary School: A Companion to School Experience. London: Routledge.

Mohd Rizal Yaakop & Shamrahayu A. Aziz, 2017, Kontrak Sosial Perlembagaan Persekutuan Malaysia 1957 : Pengikat Jati Diri Bangsa Malaysia Merdeka, Kuala Lumpur, Institut Terjemahan & Buku Malaysia

Neil Hopkins. 2017. Citizenship and Democracy in Further and Adult Education, New York & London, Springer Dordrecht Heidelberg.

GGGE6863 Teori dan Falsafah Ilmu Sejarah

Pelajar akan didedahkan kepada perbincangan penteorian serta prinsip prinsip utama ilmu sejarah berkaitan bidang pendidikan sejarah. Selain itu turut ditekankan pelajar akan membuat refleksi kepada beberapa isu-isu teori pembelajaran sejarah dan model pengajaran dan pembelajaran pendidikan sejarah. Pelajar juga akan menyediakan kertas pembentangan ilmiah berdasarkan kajian literatur dalam bidang pendidikan sejarah dengan tumpuan kepada teori, falsafah, proses pengajaran, pembelajaran yang memberi kesan kepada pelajar dan guru.

GGGE6863 The Theory and Philosophy in History

This course is designed to educate students with assessment and application of thinking skills in the teaching and learning of history based on a number of different educational theories and perspectives. This course trains students to develop history teaching modules in a more creative and innovative via teaching practices in schools. In addition, through this course, students will test and evaluate the effectiveness of teaching modules developed. Students will be guided to produce a potential academic writing for publication.

Rujukan/*References*

Davies (ed). 2017. Debates in History Teaching. London:Taylors & Francis Jenkins & Walker (ed). 1994. Developing Student Capability Through Modular Courses. London: Routledge.

Gormley, W.T. 2017. A History Teaching Toolbox: Practical Classroom Strategies. United Kingdom: activehistory.co.uk

Harris, R., Burn, K. and Woolley, M. 2018. The Guided Reader to Teaching and Learning History. London: Routledge

Hayden, T., Arthur.J& Hunt, M. 2020. Learning to Teach History in Secondary School: A Companion to School Experience. London: Routledge.

Joseph Zadja, 2017, Nation Building and History Education in a Global Culture. Springer New York.

GGGE6893 Pedagogi dan Kemahiran Berfikir dalam Pengajaran Sejarah

Kursus ini mengupas tentang sejarah dan perkembangan struktur kurikulum Pendidikan Sejarah di Malaysia dan perbezaannya dengan beberapa negara lain yang terpilih. Analisis secara kritis akan menumpukan kepada falsafah, matlamat dan objektif Pendidikan Sejarah di Malaysia serta sejauh mana ia berbeza dengan negara-negara lain. Analisis juga merangkumi kerangka pendidikan guru mata pelajaran Sejarah serta isu-isu berkaitan kurikulum Pendidikan Sejarah sekolah rendah dan menengah, khususnya dalam usaha memupuk amalan nilai patriotisme. Kursus ini juga melatih pelajar untuk mengaplikasikan kemahiran penyelidikan dalam bidang Pendidikan Sejarah di Malaysia. Data-data daripada penyelidikan ini amat penting untuk dimanfaatkan sebagai sumber data empirikal terkini untuk digunakan dalam advokasi ilmiah yang berpotensi disebar luas menerusi penulisan dan pembentangan di pelbagai bentuk platform digital dan juga fizikal.

GGGE6893 Pedagogy and Thinking Skills in History Teaching

This course examines the history and development of the structure of the History Education curriculum in Malaysia and its differences with some other selected countries. A critical analysis will focus on the philosophy, goals and objectives of History Education in Malaysia and the extent to which it differs from other countries. The analysis also covers the educational framework of History teachers as well as issues related to the History Education curriculum of primary and secondary schools, especially in an effort to cultivate the practice of patriotism values. This course also trains students to apply research skills in the field of History Education in Malaysia. The data from this research is very important to be utilized as a source of the latest empirical data for use in scientific advocacy that has the potential to be widely disseminated through writing and presentation in various forms of digital and physical platforms.

Rujukan/*References*

Berg, C.W. & Christou, T.M. (eds). (2020). History and Social Studies Education. USA: Palgrave Macmilan.

Metro, R. (2020). Teaching World History Thematically. Columbia: Teaching College Press.

Rawson, M. (2021). Steiner Waldorf Pedagogy in Schools - A Critical Introduction. Jati Diri Pelajar Universiti Awam - Pemahaman, Penghayatan dan Penglibatan. Oxon: Routledge.

Siti Hawa Abdullah. (2022). Pendidikan Sejarah Pemikiran, Pemahaman & Empati. Pulau Pinang: Penerbit USM.

Tillotson, T. & Toms, K. (2022). Starting and Ending with Thinking in Social Studies: Utilizing Historical Thinking Skills in the 21st Century. San Antonio: T&T Publishing House.

GGGE6883 Pengukuran dan Penilaian di dalam Pendidikan Sejarah

Kursus ini bertujuan memberikan kemahiran kepada pelajar berkaitan menjalankan pengukuran dan penilaian di dalam bidang pendidikan sejarah. Perbincangan akan melibatkan konsep pengukuran dan penilaian, bentuk-bentuk pengukuran, kaedah melaksanakan pengukuran dan penilaian. Para pelajar akan menyediakan satu laporan lengkap penilaian yang dijalankan bagi satu peperiksaan sebagai kertas projek mereka di akhir kursus.

GGGE6883 Measurement and Evaluation in History Education

This course is designed to educate students with application of assessment skills in the teaching and learning of history based on a number of different educational theories and perspectives. This course trains students to develop history teaching modules in a more creative and innovative via teaching practices in schools. In addition, through this course, students will test and evaluate the effectiveness of teaching modules developed. Students will be guided to produce a potential academic writing for publication.

Rujukan/*References*

Downey , M. T. & Long, K.A. 2017. Teaching for Historical Literacy : Building Knowledge in the History Classroom. London: Routledge.

Gormley, W.T. 2017. A History Teaching Toolbox: Practical Classroom Strategies. United Kingdom: activehistory.co.uk.

Harris, R., Burn, K. and Woolley, M. 2018. The Guided Reader to Teaching and Learning History. London: Routledge.

Hayden, T., Arthur.J & Hunt, M. 2021. Learning to teach history in secondary Schoool: A Companion to school Experince. London: Rotledge.

Joseph Zadja. 2019. Nation Building and History Education in a Global Culture .New York .London. Springer.

GGGE6873 Pembangunan Penyelidikan dalam Pendidikan Sejarah

Kursus ini bertujuan memberikan pendedahan secara khusus berkaitan dengan perkembangan penyelidikan serta pembangunan yang telah dilakukan di dalam bidang pendidikan sejarah. Kursus ini akan membincangkan beberapa teori awal pembelajaran yang sinonim dengan pembelajaran sejarah. Seterusnya para pelajar akan meninjau beberapa penyelidikan yang telah dijalankan. Beberapa kajian yang mempengaruhi pendidikan sejarah akan diketengahkan. Seterusnya pelajar juga akan didedahkan kepada kemahiran menjalankan penyelidikan dengan mengemukakan beberapa kaedah kajian yang sering digunakan di dalam pendidikan sejarah.

GGGE6873 Research Development in History Education

The purpose of this course is to provide a clear picture about the pattern of history education in Malaysia. Discussion involves arround the background of history education in Malaysia, purpose and objective of history education, amendments and curriculum and current issues in history education. This course will also discuss value education in history education. The main emphasis is on issues relating to the citizenship values education enhancement in the history education.

Rujukan/*References*

Arthur & Phillips (eds). 2020 Issues in Teaching History. London:Taylors&Francis Group. London.

Davies (ed). 2021. Debates in History Teaching. London:Taylors & Francis.

Davies, Ian, and John, Peter, D., (2018), Teaching History, London, Routledge.

Haydn,T. et al., (2017), Learning To Teach History in the Secondary School: A Companion to School Experience, London, Routledge.

Husbands, C., (2019), What is History Teaching?: Language, Ideas and Meaning in Learning about the Past, Buckingham, Open University Press.

GGGD6223 Pendidikan dan Perubahan Sosial

Kursus ini bertujuan memberi gambaran secara jelas tentang perkembangan dan perubahan sosial yang saling mempengaruhi secara timbal balik antara pendidikan dan masyarakat.

Kursus ini akan memulakan penelitian bagaimana terbentuknya masyarakat pluraliti dan masyarakat plural di Malaysia yang memberikan impak kepada proses pembangunan pendidikan. Perbincangan seterusnya meliputi latar belakang pendidikan di Malaysia serta isu-isu terkini mengenainya. Kursus ini akan membincangkan secara teliti dasar dasar pendidikan yang telah dipengaruhi oleh perubahan sosial dalam masyarakat. Penekanan utama akan diberikan kepada isu-isu yang berkaitan dasar penjajah terhadap pendidikan, pendidikan pasca merdeka, industrialisasi dan pendidikan, globalisasi dan pendidikan. Juga akan disentuh berkaitan pengaruh perubahan ekonomi, sosio budaya serta kerencaman politik secara khusus dalam mempengaruhi pendidikan negara.

GGGD6223 Education and Social Change

This course provides a clear picture of the development and social changes that may affect the relationship between education and society. This course examines how the formation of a plural society in Malaysia has an impact on the educational development process. Further discussion covers the educational background in Malaysia as well as its latest issues. This course discusses the educational policies that have been influenced by social change in society. The main emphasis is on issues related to colonial policy on education, post-independence education, industrialization and education, globalization and education. It also discusses the influence of economic, socio-cultural changes as well as political planning and its influence towards national education.

Rujukan/*References*

Findlow, S. (2018). Local Citizenship in the Global Arena: Educating for Community Participation and hange. London: Routledge Research in Education Policy and Politics.

Fullan, M. (2019). The New Meaning of Educational Change. London: Routledge &Taylor Francis Group.

Massey, G.M. (2018), Ways of Social Change: Making Sense of Modern Times. London: SAGE Publication Ltd.

Siti Hawa Abdullah. (2022). Pendidikan Sejarah Pemikiran, Pemahaman & Empati. Pulau Pinang: Penerbit USM.

Smith, D.G. (2021). Diversity's Promise for Higher Education: Making It Works. Baltimore: John Hopkins University Press

GGGD6273 Sekolah dan Masyarakat

Kursus ini bertujuan memberi gambaran secara jelas tentang hubungan pendidikan dan masyarakat di Malaysia, khususnya pada peringkat sekolah menengah. Perbincangan meliputi latar belakang pendidikan di Malaysia serta isu-isu terkini mengenainya. Kursus ini juga akan membincangkan nilai nilai masyarakat yang dilaksanakan melalui pendidikan khususnya menekankan sumbangan pendidikan terhadap pembangunan negara dan bangsa.

GGGD6273 School and Society

This course aims to give a clear picture of the relationship between education and society in Malaysia, especially at the secondary school level. The discussion covers the educational background in Malaysia as well as the latest issues on it. This course will also discuss the values of society implemented through education, especially emphasizing the contribution of education to the development of the country and the nation.

Rujukan/*References*

Ballantine, J.H. (2018). School and Society. London: SAGE Publication.

Ballantine, J.H., et.al., (2017). Schools and Society: A sociological approach to Education. London: SAGE Publication.

Erjati Abas. (2017). Menuju Sekolah Mandiri. Jakarta: PT Gramedia.
Grek, S., Maroy, C. & Verger, A (Eds). (2020). World Yearbook of Education 2021 - Accountability and 'Datafication' in the Governance of Education. United Kingdom: Routledge.
Institut Penyelidikan Pembangunan Belia Malaysia. (2017). The ASEAN Community – Malaysian Youth Aspirations and Way Forward. Putrajaya: IYRES.
Sadker, D.M. & Zittleman, K. (2019). Teachers, School and society. New York. McGrawwHill

GGGA6213 Teori dan Amalan Kurikulum

Kursus ini bertujuan untuk memberi pemahaman yang luas tentang bidang pengajian kurikulum. Kuliah dan perbincangan meliputi falsafah, teori dan model-model kurikulum, perbandingan kurikulum, sejarah aliran pemikiran pembaharuan kurikulum, kajian-kajian dalam bidang kurikulum dan proses pembangunan kurikulum pendidikan di Malaysia**.**

GGGA6213 Curriculum Theory and Practice

The course enables students to understand the field of curriculum studies. Lectures and discussions will include philosophy, theory and curriculum models, curriculum comparisons, the idea of progressivism.

Rujukan/References

Bovill, C. 2020. Co-creating learning and teaching: Towards relational Pedagogy in Higher Education. Essex, UK. Critical Publishing.
Fudge, T. P. & Ferebee, S. S. 2021. Curriculum Development and Online Instruction for the 21st Century. Hershey, PA. USA. IGI Global.
Green, B. 2018. Engaging curriculum: Bridging the curriculum theory. New York: Routledge
Ladson-Billings, G. 2021. Culturally Relevant Pedagogy: Asking a different pedagogy. New York. Teachers College Press.
Pinar, W. F. 2019. What is curriculum theory? 3rd Edition. New york. Routledge.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Teknologi Pendidikan

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan dan kefahaman dengan teori dan perspektif Teknologi Pendidikan.
2. Menganalisis kepelbagaian pengetahuan dalam penyelesaian berkaitan isu Teknologi Pendidikan.
3. Mengaplikasikan kemahiran praktikal dalam pengendalian tugasan dan kajian lapangan berasaskan ilmu Teknologi Pendidikan.
4. Mempraktikkan kemahiran interpersonal dalam pengendalian projek berkaitan pendidikan dan komuniti berdasarkan ilmu Teknologi Pendidikan.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam penyebarluasan ilmu Teknologi Pendidikan melalui penulisan atau percakapan dengan pelbagai pihak.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan pelbagai tugasan dan projek berkaitan ilmu Teknologi Pendidikan melalui media dan teknologi terkini .
7. Mengaplikasikan pelbagai bentuk data numerikal yang dijana daripada tugasan dan projek penyelidikan Teknologi Pendidikan.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dalam pembuatan keputusan serta kebertanggungjawaban penyampaian ilmu Teknologi Pendidikan kepada masyarakat
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam usaha melestarikan bidang ilmu Teknologi Pendidikan.
10. Mempamerkan kompetensi serta idea keusahawanan dan inovasi bagi peningkatan kebolehpasaran pendidikan sebagai nilai tambah dalam bidang Teknologi Pendidikan.
11. Mengamalkan nilai etika dan sikap profesionalisme dalam bidang Teknologi Pendidikan selari aspirasi kewarganegaraan global.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGP6113	Pengajaran Digital dan Futuristik
GGGP6123	Produksi Media Pembelajaran
GGGP6143	Inovasi dalam Teknologi Pendidikan
GGGP6153	Rekabentuk Program Literasi Maklumat dalam Pendidikan
GGGP6193	Asas Teknologi Pendidikan

Kursus Elektif Bidang Pengkhususan
**Pilih tiga (3) kursus sahaja*

GGGP6173	Kewarganegaraan Digital dan Kesedaran Siber
GGGP6213	Penyelidikan Pembangunan Media
GGGP6223	Penerbitan Video Pendidikan
GGGP6243	Produksi Pembelajaran dan Tekno-Usahawan
GGGP6263	Reka bentuk Pengajaran dan Pembelajaran Imersif

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Educational Technology

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing knowledge and understanding related to theories and perspectives of the Educational Technology.*
2. *Analysing diverse information in solving issues related to the Educational Technology.*
3. *Applying practical skills in handling assignments and field studies based on the knowledge of the Educational Technology.*
4. *Practicing interpersonal skills in managing projects related to education and the community based on the knowledge of the Educational Technology.*
5. *Applying effective communication skills in disseminating knowledge of the Educational Technology through writing or speaking with various parties.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of Educational Technology through various media and the latest technology.*
7. *Applying various forms of numerical data generated from assignments and research projects in Educational Technology.*
8. *Exhibiting leadership skills within a team, autonomy in decision-making, and responsibility in delivering Educational Technology knowledge to the community.*
9. *Applying personal skills through lifelong learning management in an effort to sustain the field of Educational Technology.*
10. *Showcasing competencies and entrepreneurial and innovation ideas to enhance the marketability of education as an added value in the field of Educational Technology.*
11. *Practicing ethical values and professionalism in the field of Educational Technology in line with the aspirations of global citizenship.*

CURRICULUM STRUCTURE

B. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

GGGP6113	*Digital and Futuristic Instruction*
GGGP6123	*Learning Media Production*
GGGP6143	*Innovation in Educational Technology*
GGGP6153	*Design of Information Literacy Programs in Education*
GGGP6193	*Foundation of Educational Technology*

Elective Course in Specialisation
**Choose only three (3) courses*

GGGP6173	*Digital Citizenship and Cyber Awareness*
GGGP6213	*Media Development Research*
GGGP6223	*Educational Video Production*
GGGP6243	*Learning Production and Techno-Entreprenuership*
GGGP6263	*Immersive Teaching and Learning Design*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan*/References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan*/References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGP6113 Pengajaran Digital dan Futuristik

Kursus ini memberi pendedahan tentang pengajaran digital dan futuristik yang melibatkan penggunaan perisian dan teknologi terkini dalam pendidikan dan juga dalam persekitaran industri. Kursus ini juga mengaplikasikan proses reka bentuk pengajaran digital dan futuristik dalam pembangunan bahan, aktiviti dan ruang pengajaran dan pembelajaran bersama pihak berkepentingan dalam pendidikan termasuk industri. Pelajar juga diberi pendedahan tentang strategi pengajaran digital dan futuristik bagi mendalami pendekatan untuk mentransformasi pendidikan.

GGGP6113 Digital and Futuristic Instruction

The course exposes students on digital and futuristic instruction that involves the application of advanced software and technology in educational and industrial settings. The course also applies process of digital and futuristic instructional design in development of materials, activities, and environment for teaching and learning with relevant partners in education including industrial partners. Students are also exposed on strategies for digital and futuristic instruction in understanding approaching for transforming educational practices.

Rujukan*/References*

Ally, M., Embi, M. A., & Norman, H. (Eds.). 2019. The Impact of MOOCs on Distance Education in Malaysia and Beyond (Vol. 38). Routledge.

Apple. 2022. Everyone Can Create Teacher Guide. Cupertino: Apple Inc.

Apple. 2022. Everyone Can Code. Cupertino: Apple Inc.

Cleveland-Innes, M., & Wilton, D. 2018. Guide to blended learning. Commonwealth of Learning.

Educase. 2020. 2020 Educase Horizon Report: Teaching and Learning Edition. Educase.

Schwab, K. 2017. The fourth industrial revolution. Crown Business.

World Economic Forum. 2021. Technology Futures: Projecting the Possible, Navigating What's Next. World Economic Forum.

GGGP6123 Produksi Media Pembelajaran

Kursus ini bertujuan memberikan pendedahan kepada pelajar tentang jenis-jenis dan aspek pengeluaran dan penggunaan media pengajaran dan pembelajaran. Pelajar akan mempelajari cara-cara mereka bentuk, mengeluarkan dan menggunakan media eletronik dan bukan elektronik untuk proses pembelajaran di sekolah, institusi pengajian tinggi dan industri. Tumpuan akan diberikan kepada teknik dan kemahiran menggunakan perkakasan, penulisan skrip, penyediaan fotografi, grafik dan jenis percetakan yang sesuai dengan bentuk media yang dipilih.

GGGP6123 Learning Media Production

This course will expose students to types and aspects of instructional media production and use. Students will learn how to design, develop, and use of electronic and non electronic instructional media that can be used in schools, higher education institutions and industries. Emphasis will be given to techniques and skills in using hardware, script writing,and the development of photography, graphics, as well printing types that are appropriate to selected media forms.

Rujukan*/References*
Been, C. 2014. The accidental instructional designer: Learning design for the digital age. American Society for Training and Development
Brown, A.H. & Green, T. D. 2019. The essentials of instructional design: Connecting fundamental principles with process and practice (4th ed). Routledge.
Fariza Khalid, Mohd Jasmy Abd Rahman & Mohd Yusoff Daud. 2020. Pendidikan digital era RI 4.0. Penerbit Fakulti Pendidikan UKM.
Smaldino, S.E, Lowther, D.L., Mims, C. & Russell, J.D. 2016. Instructional Technology and Media For Learning. (11th Edition). Macmillan.

GGGP6143 Inovasi dalam Teknologi Pendidikan

Kursus ini memberi peluang kepada pelajar mengkaji perkembangan pelbagai sumber dan sistem maklumat serta teknologi dalam pendidikan hari ini. Topik-topik perbincangan adalah berkaitan pembangunan, perkembangan dan peranan teknologi pendidikan dalam dan luar negeri serta pembangunan dan trend teknologi terkini dalam pendidikan. Hasil perbincangan dan kajian dibentangkan dalam bentuk seminar dan dikendalikan secara pembelajaran kooperatif dan kolaboratif.

GGGP6143 Innovation in Educational Technology

This course provides students the opportunity to study the development of a variety of sources and information systems and technology in education today. Topics are related to the development, progress and roles of educational within the local and global context, as well as the development and the latest technology trends in education. The discussion and research are presented in the form of seminars and will conduct vastly based on a cooperative and collaborative learning.

Rujukan*/References*
Booth, A., Sutton A., Clowes, M. & James, M. M. 2022. Systematic approaches to a successful literature review. SAGE.
Claxton, B L. & Dolan, C. L. 2022. A step-by-step guide to writing a literature review for doctoral research. Kendall/Hunt Publishing Co.
Huang, R., Spector, J. M. & Yang, J. 2021. Educational technology: A primer for the 21st century. Springer.
Novak, K & Tucker, C. 2021. UDL and blended learning: Thriving in flexible learning landscapes. NovakEducation.
Selwyn, N. 2022. Education and technology: Key issues and debates (2nd ed). Bloomsbury Academic.

GGGP6153 Rekabentuk Program Literasi Maklumat dalam Pendidikan

Kursus ini bertujuan untuk melengkapkan pelajar dengan pengetahuan merekabentuk program literasi maklumat dan menghasilkan bahan pengajaran dan pembelajaran literasi maklumat. Kursus ini akan memberi pengalaman kepada pelajar untuk merancang program literasi maklumat dalam pendidikan dan seterusnya menghasilkan bahan pengajaran bagi program literasi maklumat tersebut. Seterusnya kursus ini akan membantu pelajar menghasilkan laporan ilmiah berkaitan dengan proses dan hasil perancangan program literasi maklumat dan bahan pengajaran dan pembelajaran program literasi maklumat yang telah dibangunkan oleh pelajar.

GGGP6153 Design of Information Literacy Programs in Education

This course equips students with knowledge and skills of designing, implementing and evaluating information literacy programs in education setting. The course helps students to develop knowledge and skills in planning, implementing, evaluating information literacy programs in learning institutions. The course will also assist students to acquire necessary skills to write academic report on the process and outcome of planning and implementing information literacy programs.

Pra-Keperluan/*Pre-requisite*

Lulus GGGB6073 Kaedah Penyelidikan dalam Pendidikan / *Pass GGGB6073 Research Methodology in Education*

Rujukan/*References*

Burkhardt, J. M., Macdonald, M. C. & Rathemarcher, A. J. 2010. Teaching information literacy: 50 standards-based exercises for college students. American Library Association.

Hofer, A.R., Hanick, S.L. & Townsend. 2019. Transforming information litercy instruction: Threshold concepts in theory and practice. Libraries Unlimited.

Landoy, A., Popa, D. & Repanovici. 2020. Collaboration in designing a pedagogical approach in information literacy. Springer Champ

Shafack, R. 2020. Information literacy education and the role of libraries. Notion Press.

Thomas, N. P., Crow, S.R, Henning, J.A. & Donham, J. 2020. Information literacy and information skills instruction. 4th Ed. Denver, Colorado: Libraries Unlimited.

GGGP6193 Asas Teknologi Pendidikan

Kursus ini memberi pengetahuan, kemahiran dan pengalaman kepada pelajar tentang inovasi teknologi maklumat dan komunikasi terkini dalam pengajaran dan pembelajaran, penyelidikan dan pengurusan pendidikan. Selain itu kursus ini akan dapat membantu pelajar mengaplikasi teknologi pendidikan terbuka termasuk open educational resources (OER) dan Web 2.0 bagi memupuk budaya pembelajaran sepanjang hayat.

GGGP6193 Foundation of Educational Technology

The course provides knowledge, skills and experiences to students on the innovative applications of the latest information and communication technology in teaching and learning, research and education management. The course also assists students in applying open education technology which includes open education resources (OER) and Web 2.0 to promote lifelong learning.

Rujukan/*References*

Bond, M .A. & Lockee, B. 2014. Building Virtual Communities of Practice for Distance Educators.Springer

Kolb. L. 2017. Learning First, Technology Second: The Educator's Guide to Designing Authentic Lessons. International Society for Technology in Education.

Muir, G. 2013. Instructional Design that Soars: Shaping What You Know Into Classes That Inspire. Book Publisher Network.

Roblyer, M. & Hughes, J. 2017. Integrating Educational Technology into Teaching. 8th Ed. International Society for Technology in Education.

Rogers, E. 2003. Diffusion of Innovations. New York: Free Press.

Smaldino, S., Lowther, D., Mims, C. & Russell, J. 2019. Instructional Technology and Media for Learning. 12th Ed. United States: Pearson Education.

GGGP6173 Kewarganegaraan Digital dan Kesedaran Siber

Kursus ini akan memperkenalkan pelajar kepada kewarganegaraan digital, risiko siber terhadap pengguna serta sifat-sifat inovasi, penyebaran inovasi serta persekitaran yang perlu untuk menjamin kepenggunaan sesuatu inovasi secara efektif. Para pelajar dalam kursus ini akan menguasai teori-teori berkaitan penyebaran inovasi, kewargenaraan digital serta mengenalpasti ancaman siber dan langkah-langkah mengatasinya.

GGGP6173 Digital Citizenship and Cyber Awareness

The course will expose students to digital citizenship, cyber risks and attributes of innovation, the diffusion of innovation as well as the conditions facilitating the effective use of innovation. Students of this course will obtain knowledge on innovation diffusion theories as well as on cyber challenges and measure to overcome the challenges.

Rujukan*/References*

Ivester, M. 2012. lol...OMG!: What Every Student Needs to Know About Online Reputation Management, Citizenship, and Cyberbullying (High School Edition). Serra Knight Pub.

Mattson, K. 2017. Digital Citizenship in Action: Empowering Students to Engage in Online Communities. International Society for Technology in Education.

Olivas, R. N. 2019. Family, Bullying and Cyberbullying. Basel, Switzerland: Mdpi AG

Panduan Keibubapaan Siber. 2018. Cyber Security Malaysia.

Ribble, M. 2015. Digital Citizenship in Schools: Nine Elements All Students Should Know (3rd Edition). Internasional Society for Technology Education.

White, G. B. & Sjelin, N. 2020. Establishing Cyber Security Programs Through the Community Cyber Security Maturity Model. Advances in Information Security, Privacy, and Ethics. IGI Global.

GGGP6213 Penyelidikan Pembangunan Media

Matlamat kursus ini adalah untuk memberi kemahiran mereka bentuk, membina, menguji dan mengaplikasikan media dengan kaedah pengajaran, pentaksiran dan penilaian yang menggalakkan hasil yang berkesan untuk projek-projek Teknologi Pembelajaran. Tumpuan akan diberi kepada penjajaran penilaian dengan matlamat dan objektif pembelajaran yang boleh diukur, penggunaan sumber dalam talian dan alat-alat untuk pentaksiran dan penilaian, penjanaan maklum balas untuk mewujudkan pembelajaran yang bermakna dan penggunaan perisian analisis data bagi penilaian yang berkualiti untuk memaksimumkan hasil pembelajaran.

GGGP6213 Media Development Research

The goal of this course is provide the skill for design, development, testing and application of media with teaching method, assessment and evaluation that promote effective results for your Learning Technology projects. Focus will be on alignment of assessments with goals and measurable learning objectives, use of online resources and tools for assessment and evaluation; generation of feedback to create meaningful learning; and application of data analysis software for quality evaluation to maximize the learning results.

Rujukan*/References*

Din, R. 2020. Notes from the Chief Editor: On Universal Design and Agile Development. Journal of Personalized Learning, 3(1), i-vii.

Din, R. 2017. Asas Pendidikan dan Kejurulatihan ICT: Integrasi Teori, Media, Teknologi, Teknologi dan Reka Bentuk Pembelajaran. Bangi: Penerbit UKM.

Din, R. 2017. Pembinaan dan Permodelan Sistem Pengajaran. Cetakan Ke-2. Bangi: Penerbit UKM.

Din, R. 2016-2015. Notes from the Chief Editor: On Designing Personalized Learning. Journal of Personalized Learning, 2(1), i-iii. & 1(1), i-iii.
Herrington, Jan, Reeves, Thomas dan Oliver, Ron. 2010. A Guide to Authentic e-Learning. Routledge. ISBN: 9780203864265

GGGP6223 Penerbitan Video Pendidikan

Kursus ini bertujuan memberi pengetahuan dan kemahiran dalam penerbitan video bermula dari pra-produksi, produksi dan pos-produksi. Aspek kemahiran yang diberi penekanan ialah merekabentuk papan cerita, teknik 'shooting', rakaman suara, penataran muzik dan integrasi elemen multimedia. Aplikasi terkini dalam pengeditan video diperkenalkan bagi tujuan perkongsian bahan dalam platform berasakan web seperti Youtube, Powtoon dan lain-lain. Penerbitan video turut dinilai dari segi keupayaan untuk menyokong pembelajaran sepanjang hayat.

GGGP6223 Educational Video Production

This course aims to provide knowledge and skills in video production starting from pre-production, production and post-production. Students engaged more on skills in storyboard design, shooting technique, sound recordings, music enhancing and integration of multimedia. The latest video editing applications will be introduced for the purpose of sharing materials in web-based platforms such as Youtube, Powtoon and others. Video production was also assessed in terms of the ability to support lifelong learning.

Rujukan*/References*

Owens, J. 2017. Video Production Handbook, 6th Edition. New York: Taylor & Francis
Smaldino, S.E, Lowther, D.L. & Mims, C. 2018. Instructional technology and Media for Learning, 12th Edition. Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.
Epley, H.K. 2014. Developing a Promotional Video. Journal of Extension, Volume 52, Number 3 Retrieved from www.joe.org/joe/2014june/tt7.php
Towndrow, P. A., & Kogut, G. 2020. Digital Storytelling for Educative Purposes: Providing an Evidence-Base for Classroom Practice (Studies in Singapore Education: Research, Innovation & Practice, 1). Singapore: Springer
Costa, K. 2020. 99 Tips for Creating Simple and Sustainable Educational Videos: A Guide for Online Teachers and Flipped Classes. Virginia: Stylus Publisihing

GGGP6243 Produksi Pembelajaran dan Tekno-Usahawan

Kursus ini bertujuan untuk membekalkan kepada pelajar konsep, strategi, promosi pembelajaran serta integrasi teknologi dalam keusahawanan. Aspek-aspek yang turut dibincangkan termasuklah metod kepelbagaian sistem mempromosi dan memasarkan bidang pendidikan melalui teknologi maklumat termasuklah menerusi internet, world wide web dan media sosial. Di akhir kursus para pelajar bukan sahaja mengetahui teknik mempromosi perkongsian maklumat juga dapat mengintegrasikan dengan bidang keusahawanan. Kebolehpasaran menggunakan teknologi pembelajaran bagi memastikan kolaborasi antara teknologi dengan keusahawanan.

GGGP6243 Learning Production and Techno-Entreprenuership

This course provides students the concepts, strategies, promotion and integration of technology in teaching entrepreneurship. The aspects discussed include diversity method to promote and market system of education through information technology, including the internet, the world wide web and social media. At the end of the course the students not only learn techniques to promote the sharing of information but can also integrate with entrepreneurship. Merchantability using learning technologies to ensure collaboration between technology and entrepreneurship.

Rujukan*/References*

David Amerland. 2017. The Social Media Mind : United State of America. New Line Publishing.

Fariza Khalid, Mohd Jasmy Abd Rahman & Mohd Yusoff Daud. 2020. Pendidikan Digital Era RI 4.0. Penerbit Fakulti Pendidikan UKM, Kuala Lumpur.

Mohd. Jasmy Abd Rahman et. al. 2018. Dron Dalam Pendidikan. Himpunan Kajian Empirikal. Selangor. Fakulti Pendidikan UKM.

Mohd Jasmy Abd Rahman & Norazani Md Zain. 2017. IT Dalam Pendidikan Abad ke-21. Bangi. Fakulti Pendidikan UKM

Philips, R. 2018. Interactive multimedia development. London: Kogan Page

GGGP6263 Reka Bentuk Pengajaran dan Pembelajaran Imersif

Kursus ini memberi pendedahan tentang pengajaran dan pembelajaran imersif dalam persekitaran pendidikan dan persekitaran industri. Kursus ini juga mengaplikasikan pedagogi imersif dalam proses mereka bentuk aktiviti, membangunkan bahan serta mereka bentuk persekitaran pengajaran dan pembelajaran imersif dengan teknologi imersif termasuk teknologi realiti maya (virtual reality) dan realiti terimbuh (augmented reality).

GGGP6263 Immersive Teaching and Learning Design

The course provides exposure on immersive teaching and learning in educational and industrial environments. The course applies immersive pedagogy in designing teaching and learning activities, developing materials, and designing teaching and learning environments with immersive technologies which include virtual reality and augmented reality.

Rujukan*/References*

Apple (2022). Everyone Can Create Teacher Guide. Cupertino: Apple Inc.

Apple (2022). Everyone Can Code. Cupertino: Apple Inc.

Donally, J. (2021). The Immersive Classroom: Create Customized Learning Experiences with AR/VR. International Society for Technology in Education.

Language, C. (2022). Apple Augmented Reality by Tutorials (Second Edition): Create AR Experiences with ARKit, RealityKit & Reality Composer. Alexandria, Virginia: Razerware LLC.

Schwab, K. (2017). The fourth industrial revolution. Crown Business.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan (Bimbingan dan Kaunseling)

Tujuan pengkhususan

1. Melahirkan profesional yang dapat memberi khidmat kaunseling kepada sekolah, keluarga dan institusi umum.
2. Memberi pengetahuan yang mendalam kepada pelajar tentang teori-teori asas dalam kaunseling.
3. Memberi kemahiran-kemahiran dalam kaunseling.
4. Membentuk sikap saintifik dan profesionalisme dalam diri pelajar supaya dapat melaksanakan tugas bimbingan dan kaunseling secara berkesan.
5. Melayakkan calon untuk memohon keahlian Kaunseling Berdaftar daripada Lembaga Kaunseling Malaysia

Kursus Teras Fakulti (13 unit)

GGGB6012 Penulisan Akademik I
GGGB6022 Penulisan Akademik II
GGGB6013 Kaedah Penyelidikan I
GGGB6023 Kaedah Penyelidikan II
GGGC6033 Isu-isu Pendidikan di Malaysia

Kursus Pengkhususan (36 unit)

GGGB6243 Dinamika Kumpulan dan Perfungsian Mental
GGGB6253 Kaunseling: Teori dan Amalan
GGGB6383 Perkembangan Kerjaya
GGGB6513 Pra-Praktikum Bimbingan dan Kaunseling
GGGB6713 Hubungan Membantu
GGGB6223 Psikologi Perkembangan Lanjutan
GGGB6373 Asas-Asas Bimbingan dan Kaunseling
GGGB6523 Kaunseling Keluarga
GGGB6693 Ujian Psikologi dalam Kaunseling (Prasyarat - GGGB6013)
GGGB6723 Perkembangan Kerjaya Lanjutan (Prasyarat - GB6383)
GGGB6733 Isu dan Etika Kaunseling
GGGB6423 Psikologi Silang Budaya

Praktikum/Internship (6 unit)

Kursus ini adalah kursus pelengkap yang wajib bagi pelajar-pelajar program Sarjana Pendidikan Bimbingan dan Kaunseling. Kursus ini dibina untuk membolehkan pelajar-pelajar mendapatkan pengalaman memberikan perkhidmatan kaunseling dalam organisasi pekerjaan yang sebenar. Oleh itu, pelajar digalakkan untuk menjalani praktikum di organisasi yang hampir sama dengan seting pekerjaan yang menjadi pilihannya.

Oleh kerana kursus praktikum ini lebih berbentuk individu, maka adalah menjadi tanggungjawab pelajar untuk mengenalpasti organisasi yang akan dipilih sebagai seting menjalankan praktikum. Sepanjang praktikum, pelajar akan diselia oleh dua orang penyelia iaitu penyelia seting yang merupakan Kaunselor Berdaftar di organisasi berkenaan yang berkelayakan dalam bidang kaunseling, dan penyelia akademik yang merupakan pensyarah yang dilantik. Pelajar hanya akan dibenarkan untuk mendaftar kursus ini selepas tamat serta lulus kursus-kursus teras yang ditawarkan bagi Program Sarjana Pendidikan dalam Bimbingan dan Kaunseling.

Struktur Praktikum

1. Pelajar yang menjalani latihan akan berada di seting yang dipilih selama 14 minggu bagi pelajar sepenuh masa dan 23 minggu bagi pelajar separuh masa. Praktikum hendaklah dijalankan secara berterusan. Pelajar dikehendaki menjalankan aktiviti-aktiviti seperti berikut sepanjang latihan:
    a. Menjalankan sesi kaunseling individu dan kelompok yang dirakamkan untuk tujuan penyeliaan.
    b. Menjalankan aktiviti bimbingan individu dan kelompok.
    c. Menyediakan jurnal aktiviti harian dan mengisi borang laporan aktiviti mingguan.
    d. Menjalankan satu penyelidikan.
2. Pelatih yang menjalankan praktikum adalah tertakluk kepada semua peraturan-peraturan dan etika latihan amali/praktikum/mengajar Fakulti Pendidikan.
3. Pelajar akan dibimbing dan diselia oleh penyelia yang dilantik oleh Fakulti Pendidikan.
4. Bimbingan dan penyeliaan dalam bentuk rakaman sesi kaunseling yang dibuat di mana penyelia dan pelatih sama-sama mendengar sesi kaunseling yang dibuat dan berbincang mengenainya.
5. Penilaian dilakukan ke atas aktiviti-aktiviti berikut:
    a. Sesi kaunseling individu dan kelompok yang dirakam sekurang kurangnya dua puluh sesi semuanya
    b. Menyediakan sebuah laporan penyelidikan (10,000 hingga 14,000 patah perkataan)
6. Penyeliaan dan penilaian praktikumakan dijalankan oleh penyelia yang dilantik.
7. Gred diberi berdasarkan laporan penyelidikan dan jurnal harian dan mingguan yang diserahkan kepada penyelia.

Master of Education (Guidance and Counseling)

Purpose

The aims of this specialization are to ensure students:

1. *To produce professionals who could provide counseling services in schools, families and other institutions.*
2. *To provide in-depth knowledge on theories in counseling*
3. *To impart skills in counseling*
4. *To develop students' scientific attitude and professionalism to enable them to carry out guidance and counseling tasks effectively*

Faculty Core Courses (13 units)

GGGB6012 Academic writing I
GGGB6022 Academic Writing II
GGGB6013 Research Methodology I
GGGB6023 Research Methodology II
GGGC6033 Educational Issues in Malaysia

Specialised Courses (36 units)

GGGB6243 Group Dynamics and Mental Functionality
GGGB6253 Counseling: Theory and Practise
GGGB6383 Career Development
GGGB6513 Pre-Practicum in Guidance and Counseling
GGGB6713 Helping Relationships
GGGB6223 Advance Developmental Psychology
GGGB6373 Counselling Policy in Primary and Secondary
GGGB6523 Family Counseling
GGGB6693 Psychological Testing in Counseling (Prerequisite - GGGB6013)
GGGB6723Advance Career Development (Prerequisite - GGGB6383)
GGGB6733 Issues and Ethics in Counseling
GGGB6423 Crosscultural Psychology

GGGB6216 Guidance and Counseling Practicum (6 units)

This course is a compulsory complementary course for students in the Master of Education Guidance and Counseling Program. This course is designed to enable students to gain experience providing counseling services in a real employment organization. Therefore, students are encouraged to undergo a practicum in an organization that is very similar to the job setting of their choice.

Since this practicum course is more individual, it is the student's responsibility to identify the organization that will be chosen as the practicum setting. Throughout the practicum, students will be supervised by two supervisors, namely the setting supervisor who is a Registered Counselor at the relevant organization who is qualified in the field of counselling, and the academic supervisor who is an appointed lecturer. Students will only be allowed to register for this course after completing and passing the core courses offered for the Master of Education in Guidance and Counseling Program.

Practicum Structure

1. *Students who undergo a practicum will be at the chosen setting for 14 weeks on a full-time basis and 23 weeks on a part time basis. It must be an on-going practicum. Students are required to carry out activities/tasks during the course of the practicum such as:*
   a) *To carry out recorded individual and group counseling sessions for supervision purposes.*
   b) *To carry out individual and group guidance activities*
   c) *To prepare daily activity journals and fill up the weekly report form*
   d) *To carry out a research project*
2. *Trainees who undergo the practicum are governed by rules and regulations in practical training ethics/practicum/Education Faculty teaching.*
3. *Students will be guided and supervised by supervisors appointed by the Faculty of Education*
4. *The recordings of counseling sessions will be scrutinized and discussed between student and supervisor for guidance and supervision purposes.*
5. *Evaluation is carried out on the following activities:*
   a) *A total of at least 20 recorded sessions of individual and group counseling session,*
   b) *A research report of between 10,000 and 14,000 words*
6. *Supervision and practicum evaluation will be done by appointed supervisors*
7. *Grading will be given based on the research report and daily and weekly journal submitted to the supervisor.*

Sinopsis Kursus/*Course Synopsis*

GGGB6012 Penulisan Akademik I

Kursus ini bertujuan untuk membantu pelajar mempersembahkan penulisan akademik seperti kertas projek, tesis dan tugasan-tugasan akademik lain dengan tepat dan jelas. Skop perbincangan kursus ini termasuklah isu-isu umum penggunaan bahasa yang meliputi pemilihan laras bahasa yang tepat dan sesuai serta pembinaan perenggan yang utuh dalam penulisan akademik, cara menilai secara kritikal sesuatu sumber rujukan, menggunakan subtopik secara efektif dan menggunakan kaedah rujukan yang dapat mengelakkan plagiatrisme (termasuk penggunaan Gaya UKM). Selain itu, kursus ini turut membincangkan persekitaran yang dapat menggalakkan penulisan seperti mempunyai jaringan dan pembahagian masa yang realistik untuk menulis. Pelajar juga diberi latihan untuk menilai dan menghasilkan abstrak penyelidikan dan usulan penyelidikan.

GGGB6012 Academic Writing I

This course is intended to help students present their academic writing such as project papers, thesis and other academic assingments in accurate and clear manner. The scope of discussion include general issues concerning language such as choice of correct grammar and good paragraph building in academic writing, critical evaluation, methods of references, effective use of subtopics, and how to utilize referential tool in ethical manner (including how to apply UKM writing style). This course also discusses environments which encourge writing, such as networking and realistic time management for writing. Students are also trained to evaluate and produce research abstract and proposal.

Bacaan Asas/ *Basic Reading*

Brain Paltridge and Sue Starfield. (2016). Getting Published in Academic Journals: Navigating the Publication Process. Michigan ELT.

Helen Sword. (2012). Stylish academic writing. United States of America. Pusat Pengajian Siswazah. (2015). Panduan penulisan tesis gaya UKM (Edisi Semakan Kedua. Bangi: Universti Kebangsaan Malaysia.

John M. Swales dan Christine B. Feak. (2012). Academic writing for graduate students (3rd edition). Michigan ELT.

Larra A. Machi, Brenda T (Tyler) McEvory. (2012). The literature review: Six steps to success. UK: Sage Publications.

GGGB6022 Penulisan Akademik II

(Prasyarat: Setelah lulus Kursus GGGB6012 Penulisan Akademik I, GGGB6013 Kaedah Penyelidikan I, GGGB6023 Kaedah Penyelidikan II dan GGGE6673 Kertas Projek I)

Kursus ini adalah lanjutan daripada kursus Penulisan Akademik I dan bertujuan untuk membantu pelajar mengorganisasikan dan meningkatkan penulisan akademik bagi setiap bahagian dalam penulisan tesis daripada kajian-kajian yang dijalankan melalui kaedah kuantitatif dan kualitatif. Aspek-aspek penulisan yang diutamakan termasuklah penulisan abstrak, bahagian pengenalan, pernyataan masalah, hipotesis, tinjauan literatur, dapatan kajian serta perbincangan dapatan kajian. Pelajar dikehendaki mempersembahkan satu

rumusan penghujahan dan kritikan yang bernas dalam semua aspek penulisan tesis. Selain itu, pelajar-pelajar juga didedahkan kepada kaedah penulisan buku, prosiding dan artikel dalam jurnal.

GGGB6022 Academic Writing II

(Prerequisite: After pass course GGGB6012 Academic Writting I, GGGB6013 Research Methodology I, GGGB6023 Research Methodology II dan GGGE6673 Project Paper I)

This course is a continuation from Academic Writing I and is intended to help students organize and improve their thesis chapters. Attention is paid to abstract writing, introduction, problem statement, hypothesis, literature review, results, and discussion. Students will be required to present a conclusion and critique in all aspects of thesis writing. Students in this class will also be exposed to book, proceeding and article journal writing.

Bacaan Asas/ *Basic Reading*

Bennett, K. 2014. The semi-periphery of academic Writing: Discourses, communities and practices. Publisher Palgrave Macmillan.

Candlin, C. N., Crompton, P., & Hatim, B. 2016. Academic writing step by step: A research-based approach. Equinox. Sheffield & Bristol.

Cargill, M. & O'Connor, P. 2013. Writing scientific research articles: Strategies and steps (2nd ed.). New Jersey: Wiley-Blackwell.

Oliver, P. 2014. Writing your thesis. London: Sage.

Retrieved at http://www.nova.edu/sss/QR/QR10-2/bowen/pdf

Universiti Kebangsaan Malaysia. 2015. Panduan menulis tesis: Gaya UKM. Bangi. Penerbit UKM

GGGB6013 Kaedah Penyelidikan I

Kursus ini bertujuan untuk menmbincangkan gambaran holistik tentang maksud penyelidikan dan konsep-konsep asas supaya pelajar boleh menghayati logik dalam menjalankan penyelidikan bidang pendidikan : membaca dan memahami laporan-laporan dan penulisan bahan penyelidikan, mengenali beberapa kaedah penyelidikan, memahami bagaimana sesuatu penyelidikan dirancang dan dilaksanakan; memahami asas statistik serta batas-batas dalam mengumpaul maklumat. Kandungan kursus meliputi
: Falsafah penyelidikan, sumber dan konsep penyelidikan, pengenalan kepada pelbagai reka bentuk penyelidikan, penyataan masalah, dan tinjauan literatur. Kursus ini juga akan membincangkan kerangka penyelidikan dan kaedah, peralatan dan intrumentasi, serta bentuk dan kaedah penyediaan laporan.

GGGB6013 Research Methodology I

This course is aimed at exposing students to the meaning of research as well as its basic concepts in order to guide them to understand and practice the research process in education. It is designed to train students to : read and understand reports and research documentations; understand various research methodologies; comprehend how a research is planned and implemented; understand basics of statistics, normal distribution, inference statistics and hypothesis testing technique; understand the limitations in data collection. The contents of the course include the Philosophy and Basic Concepts of Research, Introduction to Quantitative and Qualitative Approaches in Research, Problem Statement, Literature Review, Introduction to Various Research Methodologies, Instrument Development, Data Analysis and Report Preparation.

Bacaan Asas/ *Basic Reading*

Abdullah, M. L., & Wan Ahmad, W. M. A. 2013. *Analisis data dengan statistik asas*, Terengganu: Universiti Malaysia Terengganu.

Coladarci, T. & Cobb, D. C. 2014. Fundamentals of statistical reasoning in education. 4th edition. New Jersey: Wiley

Howell, D. C. 2016. *Fundamental statistics for the behavioural science*. 8th Edition. California: Wardsworth, Cengage Learning.

Jackson, S. L. 2015. *Research method and statistics: A critical thinking approach, 4th Edition,* California: Wadsworth, Cengage Learning.

Johnson, B., & Christensen, L. 2016. *Educational research: Quantitative, qualitative, and mixed approaches, 6th ed.* London: Sage.

GGGB6023 Kaedah Penyelidikan II

(Prasyarat : Setelah lulus Kursus GGGB6013 Kaedah Penyelidikan I)

Tujuan kursus ini adalah untuk melengkapkan kemahiran-kemahiran pelajar dalam menjalankan penyelidikan. Pelajar dapat menggunakan pengetahuan dan kemahiran untuk memahami kaedah-kaedah penyelidikan, menilai laporan penyelidik dan menghasilkan satu penyelidikan yang lengkap. Melalui kursus ini, pelajar dapat menggunakan teknik statistik inferens yang ringkas dan sesuai, mengenal pasti jenis-jenis penyelidikan, memilih kaedah yang sesuai untuk sesuatu masalah, merancang satu kajian penyelidikan, memilih sampel serta memungut data yang sah dan boleh dipercayai, memilih cara menganalisis data yang sesuai, dan menulis laporan penyelidikan secara sistematik. Kandungan kursus meliputi: Rekabentuk penyelidikan, statistik inferens parametrik dan bukan parametrik.

GGGB6023 Research Methodology II

(Prerequisite: After pass course GGGB6013 Research Methodology I)

The objective of this course is to equip students with skills in conducting research. With the knowledge and skills, the students will be able to understand research methodologies, evaluate reports and conduct comprehensive research. Through this course, students will be able to use inferential statistics, identify various types of research, choose suitable methods and approaches for specific problems, plan a research, identify a sampling, collect valid and reliable data, select suitable methods for data analysis, and write a systematic research report. Among the content of this course are Research Design, Parametric and Non-Parametric Inferential Statistics.

Bacaan Asas/ *Basic Reading*

Abdullah, M. L., & Wan Ahmad, W. M. A. 2013. *Analisis data dengan statistik asas*, Terengganu: Universiti Malaysia Terengganu.

Coladarci, T. & Cobb, D. C. 2014. Fundamentals of statistical reasoning in education. 4th edition. New Jersey: Wiley

Howell, D. C. 2016. *Fundamental statistics for the behavioural science*. 8th Edition. California: Wardsworth, Cengage Learning.

Jackson, S. L. 2015. *Research method and statistics: A critical thinking approach, 4th Edition,* California: Wadsworth, Cengage Learning.

Johnson, B., & Christensen, L. 2016. *Educational research: Quantitative, qualitative, and mixed approaches, 6th ed.* London: Sage.

GGGC6033 Isu-isu Pendidikan di Malaysia

Kursus ini bertujuan membimbing pelajar untuk memeriksa secara mendalam dan kritikal pandangan-pandangan penting, aliran-aliran yang ternampak dan isu-isu yang berbangkit dalam pendidikan di Malaysia kini. Pelajar digalakkan untuk menentukan bidang dan mendalami aspek berkenaan daripada pelbagai perspektif yang relevan dalam bidang pendidikan. Melalui kursus ini, diharap pelajar mendapat peluang untuk menyuarakan idea-idea tersendiri dalam perbincangan dan seterusnya menulis secara ilmiah tentang topik-topik tertentu. Pelajar diwajibkan membuat pembacaan yang luas. Antara isu yang akan dikaji ialah falsafah dan fungsi pendidikan, arah perkembangan kurikulum, arah perkembangan pengurusan pendidikan, perkhidmatan perguruan dan arah perkembangan pendidikan tinggi.

GGGC6033 Educational Issues in Malaysia

The objective of this course is to guide students to critically analyse various views and schools of thought on local and global educational issues. Students will be encouraged to choose their own chosen preferred areas and to understand them from various relevant perspectives in education. It is hoped that students will have the opportunity to voice their opinions in discussions, which will help them in writing academic essays and are expected to do broad and extensive reading. Among issues which will be imparted are the philosophy and function of education, directions and developments in curriculum, educational management, teaching profession and higher education.

Bacaan Asas/ *Basic Reading*

Dasar Pembangunan Usahawan Institut Pengajian Tinggi. 2010. Putrajaya : Kementerian Pengajian Tinggi Malaysia.

Mohd. Sani Ibrahim & Norzaini Azman. 2007. *Profesion perguruan*. Bangi. Fakulti Pendidikan, UKM.

Mumtaz Begum abdul Kadir & Mohd Sani Ibrahim. 2009. *Peningkatan kualiti organisasi*. Kuala Lumpur: Utusan Publication (M) Sdn. Bhd.

Pelan Induk Pembangunan Pendidikan 2006-2010. Putrajaya : Kementerian Pelajaran Malaysia.

Shahril. 1999. *Isu-isu pendidikan di Malaysia: sorotan dan cabaran*. Kuala Lumpur : Utusan Publication.

Zamri Mahamod, Jamalullail Abdul wahab & Mohammad Sani Ibrahim. 2011. *Transformasi dan inovasi dalam pendidikan*. Bangi: Fakulti Pendidikan, UKM.

GGGB6243 Dinamika Kumpulan dan Perfungsian Mental

Kursus ini meneliti idea-idea utama tentang dinamika tingkah laku kumpulan dan implikasinya dalam pendidikan. Perkembangan dan cabaran-cabaran kelompok serta kemahiran fasilitator kelompok dibincangkan secara mendalam. Selain daripada itu, kursus ini juga membincangkan tentang pelbagai jenis kelompok dan kaedah pengendalian jenis-jenis kelompok. Kegiatan pembelajaran termasuklah kuliah dan perbincangan tentang konsep-konsep kumpulan, penulisan jurnal, kegiatan experiential, pengendalian kelompok marathon, dan penulisan berasaskan tinjauan literatur tentang kaunseling kelompok.

GGGB6243 Group Dynamics and Mental Functions

This course focuses on the principal ideas in group dynamics and its implication in education. The development and challenges as well as facilitators' skills in group dynamics will also be discussed in depth. The course also discusses on the various types of groups and the methods in handling them. Among strategy for learning and activities are lectures and discussions on the concepts of group, journal writing, experiential activities, marathon group handling, and writing articles based on literature related to group counseling.

Bacaan Asas/ *Basic Reading*

Corey, G. 2019. *Theory and practice of group counseling (9th Edition).* Cengage Learning.

Corey, G. 2018. *Theory and practice of counseling and psychotherapy (10th Edition)*. Pacific Grove, CA: Thompson Brooks/ Cole.

Hutchinson, D. 2021. *The essential counselor: Process, skills, and techniques 4th Edition)*: Sage Publication Asia Pacifix Pte Ltd.

McLeod J. 2019. *An introduction to counseling and psychotherapy: Theory research and practice* (6th. Edition): Milton Keynes, United Kingdom.

Yalom I. D., & Leszcz M. 2021. The theory and practice of group psychotherapy. Londan, United States.

GGGB6253 Kaunseling: Teori dan Amalan

Kursus ini bertujuan memperkenalkan pelajar kepada teori-teori dan pelaksanaan pelbagai pendekatan dalam kaunseling. Terdapat sebelas teori yang akan dibincangkan yang terbahagi kepada empat pendekatan iaitu pendekatan psikodinamik, experiential dan berorientasikan perhubungan, kognitif tingkah laku, dan postmodern. Pelajar akan didedahkan kepada kemahiran menggunakan teori-teori tersebut dalam sesi kaunseling individu, kelompok serta keluarga.

GGGB6253 Counseling: Theory and Practice

This course aims to introduce students to the theories and implementation of various approaches in counseling. There are eleven theories that will be discussed which are divided into four approaches which are psychodynamic, experiential and relationship oriented, cognitive behavioral, and postmodern. Students will be exposed to the skills of using these theories in individual, group and family counseling sessions.

Bacaan Asas/ *Basic Reading*

Corey S. M., & Corey G. 2020. *Becoming a helper (8th Edition).* Boston Cengage Learning.

Corey, G. 2018. *Theory and practice of counseling and psychotherapy (10th Edition)*. Pacific Grove, CA: Thompson Brooks/ Cole.

Hutchinson, D. 2021. *The essential counselor: Process, skills, and techniques 4th Edition)*: Sage Publication Asia Pacifix Pte Ltd.

Ivey, A.E. & M. B. 2022. *Intentional interviewing and counseling facilitating client development in a multicultural society.* Pacific Grove, CA: Wadworth Publishing.

McLeod J. 2019. *An introduction to counseling and psychotherapy: Theory research and practice* (6th. Edition): Milton Keynes, United Kingdom.

GGGB6383 Kaunseling Kerjaya

Kursus ini bertujuan memimpin pelajar-pelajar mendalami aspek-aspek asas perkembangan vokasional serta pembangunan program bimbingan kerjaya. Topik-topik yang dibincang termasuk teori-teori perkembangan kerjaya dan sumber maklumat kerjaya, serta peranan kedua-duanya dalam membantu pelajar membina strategi kaunseling dan bimbingan kerjaya. Teknik-teknik membimbing secara khusus serta pembangunan program kerjaya dalam persekitaran institusi pendidikan juga akan diberi tumpuan. Topik-topik yang berkaitan dengan penempatan kerjaya dan pendidikan turut dibincangkan.

GGGB6383 Career Counseling

The course is designed to help students to understand general concepts of vocational growth and the development of career guidance program. Discussed topics include career development theories, career information and their role in developing career guidance and counseling strategies. Learning activities will also focus on examining specific techniques and career guidance program development in educational setting. Topics related to educational and career placement will also be discussed.

Bacaan Asas/ *Basic Reading*

Savickas, M. L. 2019. Career Counseling (2nd Ed.). American Psychological Association.

Brown, S. D., & Lent, R. W. (3rd Ed.). 2020. Career development and counseling: Putting theory and research to work (2nd Ed.). Hoboken, NJ: Wiley.

Reardon, R. C., Lenz, J. G., Sampson, J. P., Jr., & Peterson, G. W. 2019. Career development and planning: A comprehensive approach (9th Ed.). Dubuque, IA: Kendall Hunt.

GGGB6513 Pra-Praktikum Bimbingan dan Kaunseling

Kursus ini perlu diambil oleh pelajar sebelum mereka menjalani latihan praktikum serta telah lulus semua kursus wajib teras dalam bidang kaunseling. Kursus ini bertujuan untuk membantu pelajar-pelajar menyediakan diri dengan pengetahuan dan kemahiran serta pemilihan tempat praktikum sebelum menjalankan latihan praktikum sebenar. Topik yang akan dibincangkan meliputi isu kaunseling dalam kelompok, keluarga, and kerjaya. Pelajar akan dilatih dalam prosedur khusus menerima klien seta membuat perancangan kaunseling kepada klien. Pelajar juga akan menyemak dokumen berkaitan dengan proses kaunseling secara profesional dan sistematik. Pelajar akan di bimbing oleh pensyarah dan penyelia untuk mengenal pasti tempat praktikum yang sesuai serta membina hubungan awal dengan membuat lawatan ke tempat praktikum yang dipilih.

GGGB6513 Pre-Practicum in Guidance and Counseling

Students are required to take pre-practicum course prior to practicum and after having successfully completed all the core courses in counseling. The course is designed to help students to enhance knowledge and skills in counseling in preparing them for subsequent practicum experience. Topics discussed include counseling issues in group, family, and career. Students will be trained in specific procedure in pre-counseling screening process and counseling treatment plan. Students will also examine documents related to professional and systematic counseling process. Students will be advised by lecture and supervisor in identifying suitable practicum setting and making initial contact by visiting the settings of their choices.

Bacaan Asas/ *Basic Reading*

Corey S. M., & Corey G. 2020. *Becoming a helper (8th Edition).* Boston Cengage Learning.

Corey, G. 2018. *Theory and practice of counseling and psychotherapy (10th Edition)*. Pacific Grove, CA: Thompson Brooks/ Cole.

Hutchinson, D. 2021. *The essential counselor: Process, skills, and techniques 4th Edition)*: Sage Publication Asia Pacifix Pte Ltd.

Ivey, A.E. & M. B. 2022. *Intentional interviewing and counseling facilitating client development in a multicultural society.* Pacific Grove, CA: Wadworth Publishing.

McLeod J. 2019. *An introduction to counseling and psychotherapy: Theory research and practice* (6th. Edition): Milton Keynes, United Kingdom.

GGGB6713 Hubungan Membantu

Kursus ini bertujuan memperkenalkan pelajar tentang perkara-perkara penting dalam hubungan membantu. Antara topik-topik yang dibincangkan adalah elemen asas dalam kaunseling iaitu: hubungan kaunselor-klien, tahap-tahap dalam kaunseling, proses kaunseling, dan kemahiran-kemahiran kaunseling. Fokus kursus ini ialah terhadap melatih pelajar dengan kemahiran-kemahiran asas kaunseling dan kemahiran lanjutan kaunseling serta menyediakan mereka dengan keperibadian yang sesuai dengan profession kaunseling. Pelajar digalakkan berbincang tentang pemerhatian,
pengalaman, dan pembacaan mereka berkaitan sesuatu konsep kemahiran kaunseling. Pelajar akan menjalankan latihan amali berkaitan kemahiran-kemahiran kaunseling di dalam makmal kaunseling dibawah bimbingan pensyarah. Personaliti seorang kaunselor atau ciri-ciri kaunselor yang berkesan serta aspek silang budya (cross-culture) juga akan dibincangkan.

GGGB6713 Helping Relationships

This course is aimed at introducing students to significant elements in helping relationships. Topics discussed include counselor-client relationship, counseling stages, processes, and skills. The focus of the course is to train students with counseling skills and to develop attitudes appropriate for professional counselors. Students are encouraged to discuss their observation, experiences, and readings with regards to certain counseling skills and concepts. students will undergo practical exercise in the lab under the supervision of lecturers.

Bacaan Asas/ *Basic Reading*

Corey S. M., & Corey G. 2020. *Becoming a helper (8th Edition).* Boston Cengage Learning.

Corey, G. 2018. *Theory and practice of counseling and psychotherapy (10th Edition)*. Pacific Grove, CA: Thompson Brooks/ Cole.

Hutchinson, D. 2021. *The essential counselor: Process, skills, and techniques 4th Edition)*: Sage Publication Asia Pacifix Pte Ltd.

Ivey, A.E. & M. B. 2022. *Intentional interviewing and counseling facilitating client development in a multicultural society.* Pacific Grove, CA: Wadworth Publishing.

McLeod J. 2019. *An introduction to counseling and psychotherapy: Theory research and practice* (6th. Edition): Milton Keynes, United Kingdom.

GGGB6223 Psikologi Perkembangan Lanjutan

Kursus ini membincangkan pelbagai teori perkembangan, serta faktor-faktor yang mempengaruhi perkembangan dan akibat perkembangan yang tidak sempurna. Konsep konsep utama kursus meliputi ciri-ciri utama perkembangan pada pelbagai peringkat termasuk peringkat kanak-kanak, remaja, dewasa, orang tua dan individu dengan keperluan khas. Dapatan-dapatan kajian tentang perkembangan juga dibincangkan.

GGGB6223 Advance Development Psychology

This course discusses various development theories, factors that affect development and the effects of incomplete development. The main concepts imparted include the main characteristics of development at various stages namely the infant stage, adolescent, adulthood, late adulthood and individuals with special needs. Research findings related to this topic will also be discussed.

Bacaan Asas/ *Basic Reading*

Beckett C. & Taylor H. 2015. Human Growth and Development 3rd edition. Sage Publication Ltd.

Beck L.E. 2018. Development Through Lifespan. 7thEdn. USA. Pearson Education

Feldman,R.S. 2014. *Human development across the life span*. Edisi ke 7. Pearson Sevda Bekman & Ayhan Aksu-Koç. 2012. Perspectives on Human Development, Family, and Culture. Cambridge University Press. Publish3d in the United States.

Walsh F. 2016. Normal family Processes: growing diversity and complexity. The Guiford Press.

GGGB 6373 Asas-Asas Bimbingan dan Kaunseling
(Kursus ini ditawarkan untuk pelajar-pelajar tanpa latihan formal dalam bimbingan dan kaunseling)

Kursus ini bertujuan memperkenalkan prinsip-prinsip serta amalan perkhidmatan bimbingan dan kaunseling dalam konteks persekitaran pendidikan, terutama disekolah. Antara tajuk yang dibincangkan ialah rasional perkhidmatan bimbingan dan kaunseling pendidikan, fungsi dan peranan kaunselor, prinsip membimbing yang berkesan, proses perkembangan pelajar, pendekatan kaunseling secara umum, serta bentuk perkhidmatan kaunseling untuk kumpulan populasi pelajar yang pelbagai. Selain itu peranan kaunselor dalam membangunkan program-program pencegahan, pemulihan dan intervensi turut diberi perhatian.

GGGB6373 Foundation of Guidance and Counseling
(This course is offered to students without formal training in counseling and guidance)

This course is aimed at introducing principles and practices in the provision of counseling and guidance in the educational setting, especially in schools. Topics include rational for guidance and counseling program, responsibilities of counselors, students' development, principles of guidance and counseling for normal students and for those with special needs. The role of guidance counselor in developing preventive, rehabilitative and intervention programs will also be highlighted.

Bacaan Asas/ *Basic Reading*

Gladding, S.T. 2014. *Counseling: A comprehensive profession*. 7th ed. Essex, UK: Pearson Education Limited.

Mizan Adiliah Ahmad Ibrahim. 2016. *Kaunseling sebagai Strategi Pembangunan Negara*. Nilai: Penerbit Universiti Sains Islam Malaysia.

Zuria Mahmud & Salleh Amat. 2015. *Kemahiran Kaunseling: Sebagai Strategi Membantu.* Bangi: Penerbit Universiti Kebangsaan Malaysia.

. 2013. *Akta Kaunselor 1998 (Akta 580) dan Peraturan-Peraturan & Counsellors Act 1998 (Act 580) and Regulations: Hingga 5hb Jan 2013*. Petaling Jaya: International Law Book Services.

GGGB6523 Kaunseling Keluarga

Kursus ini bertujuan untuk memperkenalkan kepada pelajar asas-asas counselling keluarga. Pelajar akan dapat memahami konsep-konsep dalam hubungan kekeluargaan, beberapa pendekatan yang berbeza dalam kaunseling keluarga dan kemahiran kemahiran yang digunakan oleh kaunselor keluarga. Pelajar berpeluang melatih diri dalam kemahiran kaunseling keluarga melalui aktiviti main peranan.

GGGB6523 Family Counselling

This course is an introduction to the foundation of family counselling. Students will be able to comprehend the concepts of family relationships, the several different approaches in family counselling and the skills usually utilised by a family counselor. Students will also have the opportunity to develop personal skills in family counselling through role-play.

Bacaan Asas/ *Basic Reading*

Capuzzi D. & Stauffer M. D. 2021.Foundations of Couples, Marriage, and Family Counseling 2nd Edition, John Wiley & Sons, Inc.

McGoldrick M., Preto N.G, Carte B. 2016. The Expanding Family Life Cycle: Individual Family, and Social Perspectives. Pearson

Nichols M. P & Sean Davis S. 2020. The Essentials of Family Therapy (The Merril Social Work and Human Services) 7th Edition. Pearson Education

Nichols M. P & Sean Davis S. 2016. Family therapy: Concepts and methods (11th Edition). Pearson Education.

GGGB6693 Ujian Psikologi Dalam Kaunseling
(Pra syarat setelah mengikuti kursusGGGB6013)

Kursus ini disediakan untuk mendedahkan kepada pelajar pengenalan kepada prinsip prinsip asas, teori, isu-isu dan amalan dalambidang pengujian psikologi.Topik-topik yang dibincangkan termasuk teori psikometri, asas statistik, kesahan dan keboleHPPercayaan ujian, serta faktor-faktor yang mengesani ujian. Pelajar-pelajar juga akan diperkenalkan kemahiran mentadbir dan mentafsir beberapa jenis ujian dan inventori. Penilaian bukan ujian juga turut dibincang dengan menekankan kekuatan dan kelemahan kedua-kedua jenis penilaian.

GGGB6693 Psychological Testing in Counseling
(Prerequisite GGGB6013)

The course is designed to provide an overview of the basic principles, theories, issues and practices in the field of psychological testing. Topics include theories of psychometric, basic statistic, validity, reliability, and issues related to the used of assessment in counselling. Students will also be introduced to administration and interpretation of several test batteries. Non-test assessment methods will also be included, with emphasis of both problems and strength.

Bacaan Asas/ *Basic Reading*

Bakar, A. Y. A., Salleh, A., & Karim, D. N. F. M. 2022. *Pengujian dan Penilaian Psikologi dalam Kaunseling*. Ed. ke-2. Bangi, Selangor: Penerbit Universiti Kebangsaan Malaysia. *(In-Print)*.

Balkin, R. S., & Juhnke, G. A. 2018. *Assessment in Counseling: Practice and Applications*. New York, NY: Oxford University Press.

Cohen, R. J., Schneider, W. J., & Tobin, R. M. 2021. *Psychological Testing and Assesment: An Introduction to Tests and Measurement*. 10th ed. Blacklick, OH: McGraw-Hill Education.

Goldstein, G., Allen, D. N., & DeLuca, J. 2019. *Handbook of Psychological Assessment*. 4th ed. London, UK: Academic Press (Elsevier Ltd.).

Sheperis, C. J., Drummond, R. J., & Jones, K. D. 2020. *Assessment Procedures for Counselors and Helping Professionals*. 9th ed. New York, NY: Pearson.

GGGB6723 Kaunseling Kerjaya Lanjutan
(Pra syarat setelah mengikuti kursusGGGB6383)

Kursus ini bertujuan untuk meluaskan kefahaman pelajar tentang aspek perkembangan kerjaya dalam konteks amalan. Pelajar-pelajar akan didedahkan dengan pengetahuan serta diberi peluang menjalani latihan kemahiran kaunseling kerjaya menurut pendekatan sepanjang hayat. Selain itu mereka juga akan dibimbing untuk memahirkan diri dengan beberapa teknik dan strategi khusus serta penilaian dalam kaunseling kerjaya. Kursus ini juga menyentuh isu-isu dalam perkembangan kerjaya yang berkaitan dengan kepelbagaian populasi.

GGGB6723 Advanced Career Counseling
(Prerequisite GGGB6383)

The course provides in-depth examination of career development and career counselling practice. The focus of learning activity is on developing knowledge and skills in career assessment from life perspective. Topics includes strategies, techniques and methods of assessment in career counselling. This course also highlights issues related to the career development of diverse client population.

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Bacaan Asas/ Basic Reading

Brown, S. D., & Lent, R. W. (3rd Ed.). 2020. Career development and counseling: Putting theory and research to work (2nd Ed.). Hoboken, NJ: Wiley.

Reardon, R. C., Lenz, J. G., Sampson, J. P., Jr., & Peterson, G. W. 2019. Career development and planning: A comprehensive approach (9th Ed.). Dubuque, IA: Kendall Hunt.

Niles, S. G., & Harris-Bowlsbey, J. (2022). Career development interventions in the 21st century (6th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Rochat, S. (2022). Mapping Career Counseling Interventions: A Guide for Career Practitioners. Routledge.

GGGB6733 Isu dan Etika Kaunseling

Kursus ini bertujuan membimbing pelajar-pelajar memahami aspek-aspek etika dan perundangan dalam amalan kaunseling. Semua aspek etika dan perundangan yang berkaitan dengan amalan kaunseling akan dibincangkan dalam konteks isu-isu yang berkaitan. Penekanan adalah terhadap peranan dan implikasinya kepada pengamal pengamal kaunseling. Aspek-aspek profesionalisme profesion kaunseling seperti standard kelayakan dan latihan, serta peranan badan-badan profesional juga akan turut dibincangkan.

GGGB6733 Counselling Issues and Ethics

This course guides students to comprehend ad understand the ethical and legal aspects in counselling. Ethical and legal aspects in relation to counselling will be discussed in relation to counselling and counselling related issues. Emphasis is given on the practitioners' roles and its implication. The topic on counselling as a profession in terms of qualification standards and training and the roles of other professional bodies will also be discussed.

Bacaan Asas/ Basic Reading

Joe Kort. 2018. *LGBTQ Clients in Therapy: Clinical Issues and Treatment Strategies*. London: W.W. Norton & Company

John Sommers-Flanagan & Rita Sommers-Flanagan. 2018. *Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques.* New York: John Wiley & Sons Inc

Kerajaan Malaysia. 1998. *Undang-undang Malaysia: Akta Kaunselor 1998* (Akta 580). Kuala Lumpur: Percetakan Nasional Berhad.

Lewis Vaughn. 2016. *Doing Ethics: Moral reasoning and contemporary issues (4th ed.)* New York: Norton & Company.

Marianne Corey, Gerald Corey, & Cindy Corey. 2018. *Issues and Ethics in the Helping Professions* (10th edition). Belmont: Brooks/Cole.

GGGB6423 Psikologi Silang Budaya

Kursus ini bertujuan memberi kefahaman tentang aspek budaya dalam perhubungan menolong. Fokus utama kursus ini ialah memberi kefahaman kepada pelajar tentang makna kepelbagaian budaya, teori kepelbagaian budaya, tren dalam masyarakat kini, serta kemahiran-kemahiran yang diperlukan untuk memahami, berfungsi dan membantu dalam masyarakat pelbagai budaya. Kursus ini akan membantu pelajar supaya lebih terbuka dan bersedia untuk berhadapan dengan masyarakat yang pelbagai serta global.

GGGB6423 Cross Cultural Psychology

This course aims to provide knowledge about the cultural aspects in the helping relationship. The main focus of this course is to help students to understand the meaning of cultural diversity, theories of cultural diversity of cultures and trends in community and skills needed to understand, work and help others in a multicultural society. This course will help students to be more open and ready to deal with a global and diverse society.

Bacaan Asas/ *Basic Reading*

Banks, J. A. & McGee Banks, C. A. 2019. *Multicultural education: Issues and perspectives* (Ed. Ke10). San Francisco, CA: Wiley.

Baruth, L.G. & M. Lee Manning, M.L. 2016. *Multicultural counseling and psychotherapy: A lifespan approach* (Ed. Ke-6). Boston, MA: Publisher: Taylor and Francis.

Joe Kort. 2018. *LGBTQ Clients in Therapy: Clinical Issues and Treatment Strategies*. London: W.W. Norton & Company.

Kamarul Md. Shah, Mohd. Radhi Abu Shahim, Salleh Amat. 2019. *Kaunseling Pelbagai Budaya*. Kuala Nerus: Penerbit UMT, Universiti Malaysia Terengganu

Michael Bender & Byron G. Adams. 2021. Methods and Assessment in Culture and Psychology. Cambridge: Cambridge University Press.

Shiraev, E., & Levy, D. 2020. *Cross-cultural psychology: critical thinking and contemporary applications (7th ed.)*. New York: Routledge.

Sue & Sue. 2019. *Counseling the culturally diverse: Theory and prseminar actice. 8th Ed.*. New York: Wiley & So.

Sarjana Pendidikan dalam Pendidikan Awal Kanak-Kanak

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang pendidikan awal kanak-kanak.
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang pendidikan awal kanak-kanak.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang pendidikan awal kanak-kanak dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal serta bekerjasama dengan memberi perkhidmatan untuk kepentingan pelbagai pihak terutamanya dalam bidang pendidikan awal kanak-kanak.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang pendidikan awal kanak-kanak sama ada melalui penulisan atau percakapan dengan pelbagai pihak.
6. Mengaplikasikan kemahiran digital dalam melaksanakan tugas serta penyebaran maklumat berkaitan bidang pendidikan awal kanak-kanak melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi penyelesaian masalah berkaitan Pendidikan Awal Kanak-Kanak.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu pendidikan awal kanak-kanak.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang pendidikan awal kanak-kanak.
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang pendidikan awal kanak-kanak.
11. Mengamalkan nilai etika dan profesional berkaitan bidang pendidikan awal kanak-kanak bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGB6273	Teori Perkembangan Kanak-Kanak
GGGH6113	Kurikulum Pendidikan Awal Kanak-Kanak
GGGH6123	Penaksiran Awal Kanak-Kanak
GGGH6133	Model dan Pendekatan dalam Pendidikan Awal Kanak-Kanak
GGGH6143	Kesejahteraan Kanak-Kanak

Kursus Elektif Bidang Pengkhususan

GGGH6263	Pendidikan Awal Kanak-kanak Bekeperluan Khas
GGGH6233	Pengurusan Program Pendidikan Awal Kanak-Kanak
GGGH6283	Isu-isu Kontemporari dalam Pendidikan Awal Kanak-Kanak

Kertas Projek

GGGA6083	Cadangan Penyelidikan
GGGA6094	Kertas Penyelidikan

Master of Education in Early Childhood Education

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of Early Childhood Education.*
2. *Analysing information in the problem-solving process based on analytical skills related to Early Childhood Education.*
3. *Applying practical skills appropriate to the field of Early Childhood Education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of Early Childhood Education.*
5. *Applying effective communication skills in disseminating information within the field of Early Childhood Education either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of Early Childhood Education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to Early Childhood Education*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to Early Childhood Education.*
9. *Applying personal skills through lifelong learning management and committed to Early Childhood Education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of Early Childhood Education.*
11. *Practicing ethical and professional values related to Early Childhood Education to meet the Standard Guru Malaysia.*

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073 Research Methodology in Education
GGGB6093 Quantitative and Qualitative Research in Education
GGGB6053 Critical Writing in Research

Programme Core Course

GGGB6723 Theories of Child Development
GGGH6113 Early Childhood Education Curriculum
GGGH6123 Assessment In Early Childhood Education
GGGH6133 Model And Approaches In Early Childhood Education
GGGH6143 Child Well-Being

Elective Course in Specialisation
GGGH6263Early Childhood Special Education
GGGH6233Management Of Early Childhood Education Program
GGGH6283Contemporary Issues In Early Childhood Education

Project paper
GGGA6083 Research Proposal
GGGA6094 Research Paper

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan / *References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest

knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan / *References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan / *References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGB6723 Teori Perkembangan Kanak-Kanak

Kursus ini mendedahkan pelajar kepada teori dan domain perkembangan kanak-kanak sebagai panduan asas dalam memahami perkembangan kanak-kanak. Kursus ini akan membincangkan secara holistik mengenai teori perkembangan dan perspektif yang didokong; tahap perkembangan berdasarkan domain dan umur kanak-kanak; faktor yang mempengaruhi perkembangan kanak-kanak; kepelbagaian dalam pendidikan awal kanak-kanak dan perundangan yang berkaitan dengan kanak-kanak. Pelajar juga akan didedahkan dengan kajian lapangan bagi membolehkan mereka memahami hubungan antara teori dan domain perkembangan apabila membincangkan mengenai perkembangan kanak-kanak.

GGGB6723 Theories of Child Development

This course exposes students to the developmental theories and domain of child development as a foundation in understanding child development. This course will discuss holistically the developmental theories and the perspectives behind; stages of development based on the domain and age of the child; factors influencing child development; diversity in early childhood education and child-related legislation. Students will also be exposed to field studies to enable them to understand the relationship between theory and developmental domains when discussing child development.

Rujukan / *References*

Berk, L. E. & MacBlain, S. 2022. Infants, Children, and Adolescents. SAGE Publications.
Beaty, J. J. 2020. Observing Development of the Young Children. 8th Edition. Pearson.
McCormick, C. B. & Scherer, D. G. 2020. Child and Adolescent Development for Educators. 2nd Edition. The Guilford Press.
McDevitt, T. & Ormrod, J. 2019. Child Development and Education. 7th Edition. Pearson.
Mercer, J. A. 2018. Child Development: Concept & Theories. SAGE Publications.

GGGH6123 Penaksiran Awal Kanak-Kanak

Pelajar akan menghadiri kuliah, tutorial, perbincangan kumpulan kecil secara bersemuka dan atas talian; serta menjalankan kerja lapangan. Topik yang akan dipelajari adalah konsep penaksiran autentik; pembinaan portfolio kanak-kanak; dan prosedur pemerhatian naturalistik. Pelajar akan dinilai melalui penglibatan dan kehadiran dalam kuliah bersemuka dan atas talian; laporan pemerhatian berkaitan kerja lapangan; perbincangan dan pembentangan laporan kerja lapangan; dan penulisan sub-modul penaksiran.

GGGH6123 Assessment In Early Childhood Education

Students will be attending lecture, tutorial, small group discussion – both via online and face-to-face meeting; and will carry out a field work. Topics include concepts of authentic assessment; development of children's portfolio; and naturalistic observation. Students will be assessed through participation in lectures – online and face-to-face; report on observation during field work; discussion on and presentation of observation report; and sub-module writing.

Rujukan / *References*

Formosinho, J., & Pascal, C. 2017. Assessment and Evaluation in Early Childhood. Routledge.
Friedman, S. 2021. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. 4th Edition. NAEYC.
Martin, S. 2018**.** *Take a Look: Observation and Portfolio Assessment in Early Childhood*. 7th Edition. Pearson Canada.
Nilsen, B. A. 2016. *Week by Week: Plans for Documenting Children's Development*. 7th Edition. Cengage Learning.
Wortham, S. C. & Hardin, B. J. 2019. *Assessment in Early Childhood Education.* 8th Edition. Pearson.

GGGH6113 Kurikulum Pendidikan Awal Kanak-Kanak

Pelajar akan menghadiri kuliah, tutorial, perbincangan kumpulan kecil secara bersemuka dan atas talian; serta menjalankan kerja lapangan. Topik yang akan dipelajari adalah konsep dan kategori integrasi; domain perkembangan, pengasuhan dan pembelajaran yang digabungkan ke dalam kurikulum; contoh kurikulum integrasi seperti tematik and projek; asas pembinaan aktiviti dalam kurikulum iaitu konkrit, sensori, kontekstual, sosio-budaya dan holistik. Pelajar akan dinilai melalui penglibatan dan kehadiran dalam kuliah bersemuka dan atas talian; laporan pemerhatian berkaitan kerja lapangan; perbincangan projek berkumpulan dan pembentangan projek; penulisan sub-modul kurikulum.

GGGH6113 Early Childhood Education Curriculum

Students will be attending lecture, tutorial, small group discussion – both via online and face-to-face meeting; and will carry out a field work. Topics include concepts and categories of integration; developmental, care, and learning domains that are embedded into the curriculum; examples of integrated curriculum like thematic, project, and the foundation of activities i.e. concrete, sensorial, contextual, socio-cultural and holistic. Students will be assessed through participation in lectures – online and face-to-face; report on observation during field work; discussion and presentation of project; and sub-module writing for curriculum.

Rujukan / *References*

Friedman, S. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. 2021. 4th Edition. The National Association for the Education of Young Children (NAEYC).

Kostelnik, M., Soderman, A., Whiren., A., & Rupiper, M. 2018. Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. 7th Edition. Pearson.

Krogh, S. L. & Morehouse, P. 2020. The Early Childhood Curriculum: Inquiry Learning through Integration. 3rd Edition. Routledge.

Morrison, G. S., Woika, M. J. & Breffni L. 2019. *Fundamentals of Early Childhood Education*. 9th Edition. Pearson.

Mueller, J. J. 2019. Curriculum in Early Childhood Education: Re-examined, Reclaimed, Renewed. 2nd Edition. Routledge.

GGGH6143 Kesejahteraan Kanak-Kanak

Kursus ini akan mendedahkan pelajar kepada kepentingan menyokong kesejahteraan kanak-kanak secara menyeluruh kerana ianya berkait rapat dengan aspek pembelajaran dan perkembangan kanak-kanak. Pelbagai aspek meliputi kesejahteraan fizikal, mental, sosial, emosi dan spiritual serta polisi dan peraturan berkaitan akan dibincangkan secara terperinci. Isu-isu yang berkaitan kesejahteraan kanak-kanak turut akan dibahaskan dan diikuti dengan perbincangan peranan serta tanggungjawab yang perlu dilaksanakan oleh semua pemegang taruh bagi memastikan kesejahteraan kanak-kanak.

GGGH6143 Child Well-Being

This course will expose students who are interested in the well-being of children as a whole because the content is closely related to the learning and development aspects of children. Various aspects including physical, mental, social, emotional and spiritual well-being as well as policies and regulations will be discussed in detail. Issues related to the well-being of children will be debated and followed by related discussions as well as issues that need to be implemented by all stake holders for the well-being of children.

Rujukan / *References*

Brewer, H, Renck, J.M. 2018. Physical Activity and Health Promotion in the Early Years: Effective Strategies for Early Childhood Educators. Switzerland: Springer International Publishing.

Garvis, S. & Pendergast, D. 2017. *Health and Wellbeing in Childhood*. Edisi ke 2. Cambridge University Press, UK.

Mainstone, C.S. 2018. *Promoting Emotional Wellbeing in Early Years Staff: A Practical Guide for Looking after Yourself and Your Colleagues.* Philadelphia: Jessica Kingsley Publishers.

Musgrave, J. 2017. *Supporting Children's Health and Wellbeing*. UK: Sage Publication.

Fattore, T., Fegter, S. & Kreisel, C.H. 2021. *Children's Concepts of Well-being: Challenges in International Comparative Qualitative Research.* Springer

GGGH6133 Model Dan Pendekatan Dalam Pendidikan Awal Kanak-Kanak

Kursus ini bertujuan untuk mendedahkan pelajar kepada model dan pendekatan yang digunakan dalam merancang dan membangunkan sesebuah program pendidikan awal kanak-kanak. Pelajar dikehendaki mengkaji model dan pendekatan pelaksanaan program pendidikan awal kanak-kanak diperingkat antarabangsa dan membandingkannya dengan model dan pendekatan program pendidikan awal kanak-kanak di Malaysia. Pemerhatian di pusat pendidikan awal kanak-kanak tempatan juga dijalankan bagi membolehkan pelajar mengenal pasti komponen-komponen yang perlu diberi perhatian dalam mengadaptasi sesebuah model atau pendekatan bagi kegunaan tempatan.

GGGH6133 Model And Approaches In Early Childhood Education

This course aims to expose students to the models and approaches used in planning and develop an early childhood education program. Students are required to study the model and approach to the implementation of early childhood education programs at the international level and compare it with the models and approaches of early childhood education programs in Malaysia. Observations at local early childhood education centres also conducted to enable students to identify the components that need to consider in adopting a model or approach for local use.

Rujukan / *References*

Bredekamp, S. 2019. Effective Practices in Early Childhood Education: Building a Foundation Plus Revel. Pearson.

Follari, L. 2018. Foundations and Best Practices in Early Childhood Education. Pearson.

Helm, J. H. & Katz, L. G. 2016. Young Investigators: The Project Approach in the Early Years. Teacher College Press.

Lev, S. 2020. Implementing Project Based Learning in Early Childhood. Routledge.

Roopnarine, J. L. & Johnson, J. E. 2017. Approaches to Early Childhood Education. Pearson.

GGGH6233 Pengurusan Program Pendidikan Awal Kanak-Kanak

Pelajar akan diperkenalkan dengan pelbagai jenis pusat dan program pendidikan awal kanak-kanak serta perundangan dan peraturan yang berkaitan dengan penubuhan dan pengurusan pusat-pusat tersebut. Selain itu, pelajar juga akan meneliti pelan perancangan dan pengurusan serta pengoperasian pusat dan program pendidikan awal kanak-kanak yang berkualiti. Penilaian pusat dan program pendidikan awal kanak-kanak di pelbagai lokasi terpilih merupakan satu peluang yang bernilai kepada pelajar untuk menterjemahkan teori ke dalam praktis. Akhir sekali, para pelajar akan mereka bentuk serta menghasilkan pelan menyeluruh yang memuatkan prosedur untuk menubuhkan dan menguruskan pusat pendidikan awal kanak-kanak berpandukan kepada kajian literatur dan kajian lapangan yang dilakukan.

GGGH6233 Management Of Early Childhood Education Program

Students will be introduced to various types of centers and early childhood education programs as well as legislation and regulations related to the establishment and management of such centers. In addition, students will also review the planning and management plan as well as the operation of the center and quality early childhood education programs. Assessment of centers and early childhood education programs in selected locations is a valuable opportunity for students to translate theory into practice. Finally, students will design and produce a comprehensive plan that includes procedures for establishing and managing early childhood education centers based on literature and field studies conducted.

Rujukan / *References*

Adams, S., Kronberg, A. S., Donley, M. L. & Lynch, E. 2021. *Developing and Administering an Early Childhood Education Program.* Cengage Learning.

Broinowski, I. 2018. *Managing Children's Services*. Victoria : Tertiary Press.

Cunningham, D.D. 2020. *Professional and Ethical Consideration for Early Childhood Leaders.* IGI Global.

Freeman, N. K., Decker, C. A. & Decker, J.R. 2016. *Planning and Administering Early Childhood Programs.* Pearson Education.

Moloney, M. & Pettersen, J. 2017. Early Childhood Education Management: Insights into business practice and leadership. New York: Routledge.

GGGH6263 Pendidikan Awal Kanak-Kanak Berkeperluan Khas

Kursus ini membincangkan amalan dan isu dalam memberikan perkhidmatan pendidikan awal kepada kanak-kanak yang mempunyai ciri berkeperluan khas. Fokus kursus ini adalah pendidikan awal serta program intervensi awal yang bersesuaian dengan ciri berkeperluan khas bagi kanak-kanak prasekolah. Selain itu pendedahan juga diberikan dalam mengenal pasti ciri berkeperluan khas dari aspek domain perkembangan yang meliputi perkembangan motor, sosial, emosi, bahasa, komunikasi, tingkah laku dan juga kemahiran urus diri.

GGGH6263 *Early Childhood Special Education*

This course discusses the practices and issues in providing early education services to children with special needs. The focus of this course is on early education with early intervention programs that are appropriate with the special needs characteristics of the preschoolers. Apart from that, exposure to identify the characteristics of the special needs from development aspects that cover the motor, social, emotional, language, communication, behavior and also self-management skills.

Rujukan / *References*

Brillante, P. 2017. The Essentials: Supporting Young Children with Disabilities in the Classroom. National Association for the Education of Young Children.

Cook, R. E., Richardson-Gibbs, A. M. & Dotson, L. N. 2018. Strategies for including children with special needs in early childhood settings. 2nd ed. USA: Cengage Learning.

Croft, C. 2017. Caring for Young Children with Special needs. USA: Redleaf Press.

Young, N. D., Jean, E. & Mead, A. E. 2018. From Cradle to Classroom to Special Education for Young Children. UK: Rowman & Littlefield

Sandall, S. R., Schwartz, I, S. & Joseph, G. 2019. Building Blocks for Teaching Preschools with Special Needs. Brooke Publishing.

GGGH6283 Isu-Isu Kontemporari Dalam Pendidikan Awal

Kursus ini akan mendedahkan pelajar kepada pelbagai isu kontemporari berkaitan pendidikan awal kanak-kanak. Pelbagai aspek berkaitan pendidikan awal kanak-kanak yang meliputi aspek pendidikan yang berkualiti, polisi dan standard yang mendasari pendidikan awal kanak-kanak serta kepelbagaian perubahan dan cabaran yang dihadapi kanak-kanak dalam dunia yang sentiasa berubah turut dibincangkan. Pelajar akan turut meneliti pelbagai aspek, perspektif dan isu-isu kontemporari bukan sahaja dalam konteks Malaysia bahkan juga di peringkat global, seterusnya membincangkan peranan pelbagai pihak bagi menangani isu dan cabaran ini.

GGGH6283 Contemporary Issues In Early Childhood Education

This course will expose students to a variety of contemporary issues related to early childhood education. Various aspects related to early childhood education which include aspects of quality education, policies and standards underlying early childhood education as well as the variety of changes and challenges faced by children in an ever-changing world are also discussed. Students will also examine various aspects, perspectives and contemporary issues not only in the Malaysian context but also globally, and discuss the role of various parties to address these issues and challenges.

Rujukan / *References*

Brown, Z. & Ward, S. 2018. *Contemporary Issues in Childhood: A Bio-ecological Approach*. New York: Routledge.

Elia, I., Mulligan, J., Anderson, A., Frank, A.B. & Benz, C. 2019. Contemporary Research and Perspectives on Earlychildhood Mathematics Education. Springer.

Li, M, Fox, J & Grieshaber, S. 2018. *Contemporary Issues and Challenge in Early Childhood Education in the Asia Pacific Region.* Singapore: Springer.

MacBlain, S, Dunn, J & Luke, I. 2017. Contemporary Childhood. Sage.

Saracho, O. C. 2021. *Contemporary Perspectives on Research on Child Care in Early Childhood Education.* Information Age Publishing, Inc.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pendidikan Khas dan Inklusif

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menjelaskan pengetahuan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran yang dinamik dalam bidang Pendidikan Khas.
2. Menganalisis maklumat dalam proses penyelesaian masalah berdasarkan kemahiran analitikal berkaitan bidang Pendidikan Khas.
3. Mengaplikasikan kemahiran praktikal bersesuaian dengan bidang Pendidikan Khas dalam pelbagai sektor pendidikan.
4. Mempraktikkan kemahiran interpersonal serta bekerjasama dengan memberi perkhidmatan untuk kepentingan pelbagai pihak terutamanya dalam bidang Pendidikan Khas.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam menyebarluaskan maklumat bidang Pendidikan Khas sama ada melalui penulisan atau percakapan.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugas serta menyebarluaskan maklumat berkaitan bidang Pendidikan Khas melalui pelbagai media dan teknologi terkini.
7. Mengaplikasikan pelbagai bentuk data numerikal bagi menyelesaikan masalah berkaitan bidang Pendidikan Khas.
8. Mempamerkan kemahiran kepimpinan dalam pasukan, berautonomi dan bertanggungjawab ke atas keputusan berkaitan ilmu Pendidikan Khas.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dan komited terhadap amalan bidang Pendidikan Khas.
10. Mempamerkan idea dan inovasi keusahawanan sebagai nilai tambah dalam bidang Pendidikan Khas.
11. Mengamalkan nilai etika dan profesional berkaitan bidang Pendidikan Khas bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program
*Pilih lima (5) kursus sahaja

GGGB6263	Isu-isu dalam Pendidikan Khas
GGGB6293	Teori dan Proses Perkembangan Kanak-Kanak dengan Keperluan Khas
GGGB6343	Teori dan Strategi Pengajaran Kanak-Kanak dengan Keperluan Khas
GGGB6463	Seminar Pendidikan Khas
GGGB6823	Kolaborasi dan Konsultasi dalam Pendidikan Khas
GGGB6843	Program Transisi untuk Pelajar Berkeperluan Khas
GGGB6873	Penaksiran dan Penilaian dalam Pendidikan Khas
GGGB6883	Teori dan Amalan dalam Pendidikan Inklusif

Kursus Elektif Bidang Pengkhususan
*Pilih tiga (3) kursus sahaja

GGGB6863	Kajian Pintar Cerdas dan Berbakat
GGGB6473	Ketidakupayaan Pembelajaran: Membaca
GGGB6793	Pengurusan Tingkah Laku dalam Pendidikan Khas
GGGB6813	Kerja Lapangan Pendidikan Khas
GGGB6853	Intervensi Awal Kanak-kanak Berkeperluan Khas
GGGB6493	Masalah Pendengaran, Pertuturan dan Bahasa
GGGB6833	Teknologi dan Pendidikan Khas

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Special and Inclusive Education

At the end of this program, students will achieve the following learning outcomes:

1. *Explaining the knowledge related to teaching and learning in the face of dynamic challenges within the field of special and inclusive education.*
2. *Analysing information in the problem-solving process based on analytical skills related to special and inclusive education.*
3. *Applying practical skills appropriate to the field of special and inclusive education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of special and inclusive education*
5. *Applying effective communication skills in disseminating information within the field of special and inclusive education either through writing or speaking.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of special and inclusive education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to special and inclusive education.*
8. *Exhibiting leadership skills in a team, being autonomous and responsible for decisions related to special and inclusive education.*
9. *Applying personal skills through lifelong learning management and committed special and inclusive education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of special and inclusive education.*
11. *Practicing ethical and professional values related to special and inclusive education to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073	*Research Methodology in Education*
GGGB6093	*Quantitative and Qualitative Research in Education*
GGGB6053	*Critical Writing in Research*

Programme Core Course

**Choose only five (5) courses*

GGGB6263	*Issues in Special Education*
GGGB6293	*Theory and Developmental Process of Children with Special Needs*
GGGB6343	*Theories and Teaching Strategy of Children with Special Needs*
GGGB6463	*Seminar in Special Education*
GGGB6823	*Collaboration and Consultation in Special Education*

GGGB6843	*Transition Program for Students with Special Needs*
GGGB6873	*Assessment and Evaluation in Special Education*
GGGB6883	*Inclusive Education Theories and Practices*

Elective Course in Specialisation

**Choose only three (3) courses*

GGGB6863	*Studies in Gifted and Talented Education*
GGGB6473	*Learning Disability: Reading*
GGGB6793	*Behaviour Management in Special Education*
GGGB6813	*Fieldwork in Special Education*
GGGB6853	*Early Intervention for Children with Special Needs*
GGGB6493	*Hearing, Speech and Language Difficulties*
GGGB6833	*Technology and Special Education*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan/*References*

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan*/References*

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan*/References*

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGB6263 Isu-Isu dalam Pendidikan Khas

Kursus ini bertujuan membantu pelajar mengenal pasti beberapa aspek atau isu dalam pendidikan bagi kanak-kanak dengan keperluan khas dan meninjau secara mendalam literatur terkini mengenai isu yang telah dikenal pasti. Penekanan kursus adalah terhadap pemahaman teori, konsep serta amalan dan pelaksanaan tafsiran kritis terhadap hasil-hasil kajian yang ditinjau. Pelajar-pelajar dikehendaki meninjau model serta amalan pendidikan khas dan keberkesanannya sebagai asas kepada penyelesaian masalah dalam pendidikan khas.

GGGB6263 Issues in Special Education

This course aims to assist students to identify aspects or issues in the education of children with special needs. It also explores current literature related to the identified issues. The emphasis of this course is on understanding theories, concepts, practices and critical application on the researches being studied. Students are to explore models and practices and its effectiveness as the foundation in alleviating issues in special education.

Rujukan/References

Bakken, J.P. & Obiakor, F. E. (Pnyt.) 2018. Book Series: Advances in Special Education. Special Education Transition Services For Students With Disabilities. Volume 35. London: Emerald Group Publishing Limited.

Hodkinson, A. 2019. Key Issues In Special Educational Needs, Disability And Inclusion. 3rd. Ed. London: SAGE Publications Ltd.

Howe, K. R., Artiles, A. J. & Kauffman, J. M. 2018. The Ethics of Special Education. New York : Teachers College Press, Columbia University.

Male, C., and Q. Wodon. 2017. Disability Gaps In Educational Attainment And Literacy, The Price Of Exclusion: Disability And Education Notes Series. Washington, DC: The World Bank.

Zalizan Mohd Jelas. (pnyt.) 2016. Pendidikan Kanak-Kanak Berkeperluan Khas: Konsep dan Amalan. Bangi: Penerbit UKM.

GGGB6293 Teori dan Proses Perkembangan Kanak-Kanak dengan Keperluan Khas

Penekanan kursus ini adalah kepada fahaman mengenai teori perkembangan kanak-kanak 'tipikal' dari peringkat pensenyawaan hingga ke peringkat dewasa. Kursus ini juga menumpu kepada aspek - aspek perkembangan fizikal, kognitif, bahasa, sosial, emosi dan perkembangan personaliti. Perkembangan yang tidak tipikal dibincang berdasarkan norma-norma perkembangan biasa. Melalui kursus ini, pelajar boleh membezakan punca kecacatan atau keperluan khas dan kategori keperluan khas termasuk pintar dan berbakat.

GGGB6293 Theory and Developmental Process of Children with Special Needs

This course stresses on the understanding of child development theories for a typical group from conception to adulthood. This course also focuses on aspects of development within the domains of physical, cognitive, emotional, and personality. A typical development will be discussed by referring to normal typical development. Students will be able to differentiate various sources of disabilities or special needs and categories of special needs including gifted and talented.

Rujukan/References

Newman, B. M. & Newman, P. R. 2020. Theories of Adolescent Development. UK: Elsevier Inc.

Parker, J. & Crabtree, S. A. 2020. Human Growth and Development in Children and Young People. UK : The Policy Press.

Richard, M.G. & Emily C.B. 2019. Special Education in Contemporary Society. Los Angeles: SAGE Publication.

Weis, R. 2020. Introduction to Abnormal Child and Adolescent Psychology (4th Ed.). Ohio: SAGE Publications Inc.

Wong, D. W., Hall, K. R. & Hernandez, L. W. 2020. Counselling Individuals Through the Lifespan (2nd Ed). Sage publications Inc.

GGGB6343 Teori dan Strategi Pengajaran Kanak-Kanak dengan Keperluan Khas

Kursus ini mendedahkan beberapa teori dan starategi pengajaran yang diamalkan dalam pendidikan kanak-kanak berkeperluan khas. Pelajar juga akan didedahkan dengan teori dan strategi pengajaran yang diamalkan di Malaysia. Perbincangan juga difokuskan terhadap Isu-isu yang berkaitan dengan strategi pengajaran serta kemudahan yang terdapat di sekolah serta langkah-langkah untuk meningkatkan pendekatan yang diamalkan dalam pendidikan kepada kanak-kanak berkeperluan khas.

GGGB6343 Theories and Teaching Strategy of Children with Special Needs

This course introduces theories and teaching strategies adopted in the education of children with special needs. Students will also be exposed to the theory and teaching strategies practiced in Malaysia. Discussion also focused on issues related to teaching strategies as well as the facilities available at the school as well as measures to improve the approach adopted in the education of children with special needs.

Rujukan/*References*

Bob, B. 2019. Learning Theories Simplified and How to Apply Them to Teaching. Second Edition. Singapore: Sage Publication Asian Pacific.

Brady, K.P., Russo, C.J., Dieterich, C.A., Allan, G. & Osborne, J. 2019. Legal Issues in Special Education: Principles, Policies and Practices. New York: Routledge.

Daniel, M.M. & Hughes, M.T. 2020. Developing Teacher Leaders in Special Education. New York: Routledge.

David, F. 2016. The Confident Teacher Developing Successful Habits of Minds, Body and Pedagogy. New York: Routledge.

Karl, A. & Alison, R. 2016. Understanding & Using Educational Theories. Singapore:Sage Publication Asian Pacific.

GGGB6463 Seminar Pendidikan Khas

Kursus ini bertujuan mengkaji perlaksanaan perkhidmatan pendidikan dan pemulihan populasi berkeperluan khas di Malaysia. Kursus ini akan meninjau dasar dan prinsip dalam pengurusan dan pentadbiran pendidikan khas. Pelajar dikehendaki membuat tinjauan spesifik model-model perlaksanaan program-program pendidikan khas secara global dan membuat penyesuaian dengan mengambil kira pembolehubah-pembolehubah tempatan. Kursus ini akan menekankan fahaman pelajar terhadap penyesuaian konsep integrasi, inklusif dan program-program pemulihan dalam komuniti dalam usaha untuk membina masyarakat Malaysia yang penyayang.

GGGB6463 Seminar in Special Education

This course aims to understudy the implementation of education and remedial services for population with special needs in Malaysia. This course explores the policies and principles of managing and administrating special education. Students are required to look at specific global special education practices and make adaptations to suit our local needs. Great emphasis is given on the concept of intergration, inclusive education, community based rehabilitation and developing a caring society.

Rujukan/*References*

Alana, J. M. 2019. The neurobiological presentation of anxiety in autism spectrum disorder: A systematic review. Autism Research. 12(3). 346-369. https://doi,org/10.1002/aur.2063

Areepattamannil, S., Cairns, D. & Kamp, D. M. 2020. Teacher-directed versus inquiry based science instruction: investigating links to adolescent students' science dispositions across 66 countries. Journal of Science Teacher Education. 1–30.https://doi.org/10.1080/1046560X.2020.1753309

Cline, T. 2017. The Assessment of Special Education Needs: International Perspective. United Kingdom: Routledge.

Yell, M.L. 2019. The Law and Special Education. London: Pearson Education.

Young, N.D., Mumby, M.A. & Rice, M. 2018. The Special Education Toolbox : Supporting Exceptional Teachers, Students, and Families. USA: Rowman & Littlefield Publishing

GGGB6823 Kolaborasi dan Konsultansi dalam Pendidikan Khas

Kursus ini bertujuan menyediakan pengetahuan dan kemahiran tentang amalan kolaborasi antara keluarga, profesional, guru dan agensi khidmat sokongan yang terlibat dalam Pendidikan Khas. Perbincangan kursus ini melibatkan (a) takrifan konsultasi dan kolaborasi dari segi latar belakang, teori, kajian dan struktur (b) strategi membentuk kolaborasi dan (c) model-model kolaborasi. Pelajar juga akan didedahkan kepada isu-isu semasa yang berkaitan dengan kolaborasi dan konsultansi.

GGGB6823 Collaboration and Consultation in Special Education

This course aims to prepare students with the knowledge and skills on the concept of collaboration between families, professionals, teachers and support service agencies directly related to Special Education. Deliberations will cover (a) definition of consultation and collaboration in terms of the background, theory, research and structure (b) strategies in establishing collaboration (c) collaboration models. Students will also be exposed to current issues related to collaboration and consultation.

Rujukan/*References*

Farah, Y. N. 2019. Collaborative partnership: opening doors between schools and universities. Gifted Child Today, 42(2), 74-80.

Gomez-Najarro, J. 2020. An empty seat at the table: Examining general and special education teacher collaboration in response to intervention. Teacher Education and Special Education, 43(2), 109-126.

Knackendoffel, A., Dettmer, P., & Thurston, L. P. 2017. Consultation, collaboration and teamwork for students with special needs. Ed. Ke-8. Upper Saddle River, NJ: Pearsons Education.

Norshidah Mohamad Salleh, Manisah Mohd Ali, & Rosadah Abd. Majis. 2017. Pembudayaan amalan kolaborasi menerusi model perkembangan profesional untuk kecemerlangan pendidikan khas. Prosiding Konvensyen Kebangsaan Sekolah Kluster Kecemerlangan.

Young, N.D., Mumby, M.A. & Rice, M. 2018. The Special Education Toolbox : Supporting Exceptional Teachers, Students, and Families. USA: Rowman & Littlefield Publishing.

GGGB6843 Program Transisi untuk PelajarBerkeperluan Khas

Kursus ini bertujuan untuk memberi pendedahan terhadap amalan dan isu-isu dalam merancang dan melaksanakan dan menilai program transisi bagi pelajar berkeperluan khas. Perbincangan dalam kursus ini memberi tumpuan terhadap kepentingan program transisi ini dalam memberi peluang kepada pelajar berkeperluan khas diberi latihan dalam bidang yang sesuai dengan keupayaan pelajar, dan seterusnya membuka peluang untuk bekerja dan berdikari selepas tamat sekolah. Selain itu aspek yang penting dalam menjamin kejayaan program transisi ini turut dibincangkan iaitu kolaborasi antara agensi, sekolah, ibu bapa dan komuniti.

GGGB6843 Transition Program for Students with Special Needs

This course aims to expose students to the practices and issues of planning, implementing and evaluating transition programs for students with special needs. The discussion will be focusing on the importance of the transition program to give the opportunities to the students with special needs to be trained in areas that are suitable to their abilities, and to be able to work independently after leaving school. Collaboration between agencies, schools, parents and community is also discussed as it is a crucial aspect to ensure the success of the transition program.

Rujukan*/References*

Bakken, J. P. & Obiakor, F. E. 2020. Special Education Transition Services for Students with Disabilities. UK: Emerald Publishing Limited.

Levinson, E. 2018. Transition: Facilitating the Postschool Adjustment of Students with Disabilities. USA: Routledge

Scorgie, K. & Forlin, C. 2022. Transition Programs for children and Youth with Diverse Needs. UK : Emerald Publishing Limited.

Shogren, K. A. & Wehmeyer, M. L. 2020. Handbook of Adolescent Transition Education for Youth with Disabilities (2nd Ed). USA: Routledge.

Yuen, M., Beamish, W. & Solberg, V. S. H. 2020. Career for Students with Special Educational Needs: Perspectives on Development and Transition from the Asia-Pacific Region. Singapore: Springer Nature.

GGGB6873 Penaksiran dan Penilaian dalam Pendidikan Khas

Kursus ini membincangkan teori-teori yang mendasari amalan penaksiran dan penilaian dalam pendidikan khas. Para pelajar akan dilatih dengan kemahiran untuk mentadbir secara menilai beberapa alat penaksiran untuk pelajar yang berkeperluan khas. Kursus ini juga membincangkan prosedur biasa yang digunakan untuk menyaring, merujuk, dan mengkategorikan pelajar berkeperluan khas. Peraturan serta etika amalan penaksiran dan penilaian pelajar khas juga akan diperbincangkan. Turut diperkenalkan ialah kaedah penaksiran berasaskan kurikulum serta pelbagai implikasi terhadap proses pengajaran dan pembelajaran hasil dari penaksiran dan penilaian yang dijalankan.

GGGB6873 Assessment and Evaluation in Special Education

This course delineates theories underlying the practice of assessment and evaluation in special education. Students will be trained in the skills in administering as well as assessing several instruments for evaluating children with special needs. Discussions will involve procedures used in filtering, referring and categorising pupils with special needs apart from deliberating on rules and ethics in assessment and evaluation. Students will also be introduced to curriculum-based valuation technique as well as the implications on the teaching and learning process.

Rujukan*/References*

Batshaw, M.L., Roizen, N.J. & Pellegrino. 2019. Children with Disabilities. Baltimore: Brookes Publishing.

Effie, P., Kritikos, J. A., Loughlin, Rena, B. & Lewis. 2018. Assessing Students with Special Needs, 8th Edition. Brownsvelle: Pearson Education.

Nicholas, D.Y., Mumby, M.A. Michaela, R. 2019. The Special Education Toolbox: Supporting Exceptional Teachers, Students and Families. Maryland: Rowman & Littlefield Publishing.

Overton, T. 2016. Assessing Learners with Special Needs: An Applied Approach. 8th Edition. Brownsvelle: Pearson Education.

Singh, Ajay, Viner, Mark, Yeh & Jung, C. 2019. Special Education Design and Development Tools for School Rehabilitation Professionals. Pennsylvania: IGI Global Publishing.

GGGB6883 Teori dan Amalan dalam Pendidikan Inklusif

Kursus ini membincangkan falsafah dan teori yang mendukung Pendidikan Inklusif. Pelajar akan membincangkan secara kritis tentang amalan inklusi dalam dan luar negara serta kemahiran-kemahiran yang diperlukan untuk menyokong pelaksanaan pendidikan inklusif. Kursus ini juga menyediakan platform kepada pelajar untuk meneroka konteks inklusi dengan berasaskan budaya, polisi dan amalan.

GGGB6883 Inclusive Education Theories and Practices

This course discusses the philosophy and theories that support inclusive education. Students will discuss critically the local and international inclusion practices and the knowledge and skills needed to support the implementation of inclusive education. This course also provides a platform for students to explore the context of inclusion based on culture, policies a,nd practices.

Rujukan*/References*

Batshaw, M.L., Roizen, N.J. & Pellegrino. 2019. Children with Disabilities. Baltimore: Brookes Publishing.

Chennat, S. (Ed.) 2019. Disability Inclusion and Inclusive Education. Singapore: Springer.

Levinson, E. 2018. Transition: Facilitating the Postschool Adjustment of Students with Disabilities. USA: Routledge

Manisah Mohd Ali & Mohd Al Amran Hamzah. 2019. Collaborative support of typical students in developing an inclusive environment in mainstream class. International Journal of Academic Research in Progressive Education and Development. 8(4). 846–857.

UNESCO. 2017. A Guide for Ensuring Inclusion and Equity in Education. Paris: UNESCO.

GGGB6863 Kajian Pintar Cerdas dan Berbakat

Kursus ini akan membincangkan falsafah serta sejarah yang mendasari pendidikan untuk pelajar-pelajar pintar cerdas dan berbakat. Perbincangan juga meliputi ciri-ciri serta keperluan pembelajaran dan keperluan emosi pelajar-pelajar tersebut. Turut dibincangkan ialah kaedah untuk mengenalpasti pelajar-pelajar pintar cerdas dan berbakat. Peserta kursus akan diperkenalkan kepada kaedah-kaedah pengajaran yang mengambilkira keperluan pembelajaran serta keperluan perkembangan pelajar-pelajar berkenaan. Turut dibincangkan ialah pelbagai pilihan program pendidikan yang boleh dirancang untuk pelajar pintar cerdas dan berbakat di sekolah, dan pilihan program yang boleh diperolehi di luar sekolah.

GGGB6863 Studies in Gifted and Talented Education

This course will discuss the philosophical and historical foundation of gifted education. The learning and emotional characteristics of gifted students as well as the methods for the identification of gifted and talented students will be discussed. Students will be introduced to various teaching approaches and methods which take into consideration gifted students' learning needs and their development. Discussions will also include various options of educational programs that could be planned for gifted and talented students which could either be within or out the school system.

Rujukan*/References*

Agell, C. & Kellog, M. 2021. A Field Guide to Gifted Students: A Teacher's Introduction to Identifying and Meeting the Needs of Gifted Learners. USA: A Prufrock Press Book.

Kelly, C. M. 2020. Gifted Education and Gifted Students : A Guide for Inservice and Preservice Teachers. Naperville : Sourcebooks.

Margot, K. & Melin, J. 2020. Gifted Education and Gifted Students : A Guide for Inservice and Preservice Teachers. USA: A Prufrock Press Book

Sternberg, R. J. & Ambrose, D. 2021. Conception of Giftedness and Talent. Switzerland: Springer Nature.

Van Tassel-Baska, J. 2022. Talent Development in Gifted Education: Theory, Research and Practice. USA: Routledge.

GGGB6473 Ketidakupayaan Pembelajaran: Membaca

Kursus ini mengandungi dua komponen penting iaitu perbincangan tentang proses penguasaan membaca dan ketidakupayaan membaca. Tumpuan komponen pertama adalah terhadap maksud dan model-model membaca, analisis tugas kemahiran-kemahiran membaca, pengurusan kesesuaian bacaan, ujian-ujian bacaan dan kaedah-kaedah membaca. Komponen kedua tertumpu hubungan antara perkembangan manusia dan persekitaran dengan kanak-kanak sebagai punca keperluan-keperluan khas. Masalah "labelling" dan klasifikasi dalam pendidikan khas diberi tumpuan.

GGGB6473 Learning Disability: Reading

This course consists of two important components: the process of reading acquisition and reading difficulties. Focus of the first component is on the definition and reading models, task analysis on reading skills, readability management, reading tests and methods of reading. The second component focuses on the relationship between human development and environment with children as sources to development of special needs. Issues on labelling and classification in special needs education are also emphasized.

Rujukan*/References*

Abdullah Yusoff, Poh, T.S. & Roslan Idris. 2019. Aktiviti Bahasa Berdasarkan Kurikulum : Panduan Guru Aliran Perdana, Pra Sekolah dan Pendidikan Khas. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Ahmad, S. , Ali, M. and Salehuddin, K. (2018) ESL teachers' experience in teaching pupils with dyslexia in mainstream classrooms. Creative Education. 9. 2171-2182. doi: 10.4236/ce.2018.914158.

Das, J.P. 2020. Reading Difficulties and Dyslexia: An Interpretation for Teachers. London: Sage Publications.

Kilpatrick, D., Malatesha, J. R. Wagner, R. K. (Eds.). 2019. Reading Development and Difficulties : Bridging the Gap Between Research and Practice. Switzerland: Springer Nature.

Wesley, A., Hoover, William, E.T. 2020. The Cognitive Foundation of Reading and Its Acquisition : A Framework With Application Connecting Teaching and Learning. New York: Springer Nature.

GGGB6793 Pengurusan Tingkah Laku dalam Pendidikan Khas

Kursus ini bertujuan memperkenalkan pelajar kepada bentuk dan masalah-masalah tingkah laku. Teori-teori dan model-model pendekatan pengurusan tingkah laku akan dibincangkan seperti teori psikoanalisis, teori kemanusiaan, kognitif dan tingkah laku. Pelajar akan didedahkan kepada kemahiran-kemahiran menguruskan tingkah laku pelajar dengan menggunakan teknik-teknik pengubahsuaian pengurusan tingkah laku berasaskan model dan teori yang dibincangkan.

GGGB6793 Behaviour Management in Special Education

This course aims to introduce to students on the forms and problems in behaviors. Theories and models on behavioral management will be discussed such as the psychoanalysis and humanity theories, cognitive and behaviors. Students will be exposed to skills in utilising techniques ini modifying student behavioral management based on the models and theories.

Rujukan*/References*

Miltenberger, R. 2016. Behavior Modification: Principles and Procedures. Sixth Edition. Boston USA: Cengage Learning.

Orr, R.K., Caldrarella, P., Hansen, B.D. & Wills, H.P. 2020. Managing student behavior in a middle school special education classroom using CW-FIT tier 1. Journal of Behavioral Education. 29(1). 168-187.

Porter, L. 2020. Young Children's Behaviour Guidance Approaches for Early Childhood Educators. London: Routledge.

Tanyi, M. E. 2016. Pedagogic barriers in Cameroon inclusive classrooms: The impact of curriculum, teachers' attitudes and classroom infrastructures. Journal of Education and Practice. 7(18). 210-221.

Walker, S. 2017. Learning Theory and Behaviour Modification. London: Routledge.

GGGB6813 Kerja Lapangan Pendidikan Khas

Kursus ini bertujuan mengorientasikan pelajar kepada budaya kerja profesionalisme dalam bidang pendidikan khas. Melalui kursus ini pelajar meninjau pendekatan mengenai perancangan, pelaksanaan, pemantauan dan penilaian terhadap berbagai program pendidikan khas. Penekanan kursus juga meliputi pendekatan dan perkhidmatan dalam bidang-bidang yang berkaitan dengan pendidikan khas. Pelajar memilih satu bidang yang berkaitan dengan pendidikan khas dan akan ditempatkan di pusat yang dikelolakan oleh pakar secara profesional, berstruktur dan bersistematik samada di badan kerajaan, badan berkanun, swasta atau NGO. Pelajar akan membuat pemerhatian, dan dikehendaki membuat refleksi dan membentangkan laporan hasil kerja lapangan dalam seminar di akhir kursus.

GGGB6813 Fieldwork in Special Education

This course is an orientation in the profesional work culture in special education. Throughout this course, deliberations will concentrate on the planning, implementation, supervision and evolution of special education program, with special emphasis on approaches and services in related areas in special education. Students are to choose one relevant area within special education and will be placed in the relevant centers professionally run by government / private. NGOs. Students undergoing the fieldwork will be supervised and are required to reflect, prepare report and present it in a seminar at the end of the course.

Rujukan*/References*

Bakken, J.P. & Oblakor., F.E. 2017. Interdisciplinary Connections to Special Education: Important Aspects to Consider. Volume 31. Bingley: Emerald Insight.

Carr, A. Linehan, C. O'Reilly, Walsh, P. N. & McEvoy, J. 2016. The Handbook of Intellectual Disability and Clinical Psychology Practice. 2nd Ed. USA : Routledge.

Chen, D. 2018. Early Intervention in Action. Working Across Disciplines to Support Infants with Multiple Disabilities and Their Families. Baltimore: Brookes Publishing.

Kritikos, E.P., McLoughlin, J.A. & Lewis, R.B. 2017. Assessing Students with Special Needs. London. Pearson Education.

Marilyn Friend. 2018. Special Education: Contemporary Perspectives for School Professionals. Fifth Edition. London: Pearson Education.

GGGB6853 Intervensi Awal Kanak-Kanak Berkeperluan Khas

Kursus ini membincangkan tentang perkhidmatan intervensi awal kepada kanak-kanak keperluan khas sejak dari bayi hingga peringkat umur pra sekolah. Tajuk-tajuk yang dibincangkan merangkumi akta dan polisi pendidikan awal kanak-kanak keperluan khas, penaksiran, kolaborasi dan transisi dalam intervensi awal. Penekanan juga diberikan kepada peranan ibu bapa dan keluarga dalam program intervensi awal serta model kolaborasi program intervensi awal dengan professional yang terlibat secara langsung dengan kanak-kanak keperluan khas.

GGGB6853 Early Intervention for Children with Special Needs

This course deliberates on early intervention for special needs children from infancy to preschool age. Topics covered will be on acts and policies in early education for special children, evaluation, collaboration as well as transition in early intervention.Emphasis will be given on the roles of parents and families beside models of collaboration with other professionals directly involved with special needs children.

Rujukan*/References*

Delahooke, M. 2017. Social and Emotional Development in Early Intervention. USA: Pesi Pub & Media.

Guralnick, M. J. 2018. Effective Early Intervention: The Developmental Systems Approach. USA : Brookes Publishing.

Keilty, B. 2016. The Early Intervention Guidebook for Families and Professional: Partnering For Success, 2nd Edition. USA: Teachers College Press.

Reichow, B., Boyd, B. A., Barton, E. e., & Odom, S. L. 2019. Handbook of Early Childhood Special Education. USA: Springer.

Sukar, H., Dunst, C. J. & Kirkby, J. 2017. Early Childhood Intervention: Working With Families of Young Children With Special Needs. USA: Routledge.

GGGB6493 Masalah Pendengaran, Pertuturan dan Bahasa

Kursus ini bertujuan untuk memberi pengenalan terhadap masalah kemahiran berkomunikasi dengan tumpuan ke atas masalah pendengaran, pertuturan dan bahasa. Penekanan kursus adalah terhadap aspek-aspek penilaian, masalah kemahiran berkomunikasi, mengimplementasikan strategi-strategi pemulihan dan bekerjasama dengan ahli profesional lain yang ada kaitan dengan perkhidmatan kepada individu yang mengalami masalah dalam kemahiran komunikasi.

GGGB6493 Hearing, Speech and Language Difficulties

This course is an introduction to the difficulties in communication skills with special focus given on hearing, speech and language difficulties. Emphasis will be given on aspects of evaluation, problem in communication skills, implimentation of helping strategies and working with other professionals who can offer services to individuals facing difficulties in communication skills.

Rujukan*/References*

Hudson, M.W. & Ruiter, M.D. 2019. Professional Issues in Speech – Language Pathology and Audiology. Fifth Edition. San Diego: Plural Publishing.

Moores, D. F. 2020. Literacy and Deaf Education : Towards a Global Understanding. Washington: Gallaudet University.

Oller, S.D. 2020. Language Disorder in Children : Theory to Practice. Burlington: Jones & Bartlett Learning Publication.

Law, J., McKean, C., Murphy, C.A., & Thordardotir, E. 2019. Managing Children With Developmental Language Disorder. Theory and Practice Across Europe and Beyond. Milton Park: Routledge.

Waengler, J.B., & Garcia, D. 2018. Phonological Treatment of Speech Sound Disorders in Children. San Diego: Plural Publishing.

GGGB6833 Teknologi dan Pendidikan Khas

Teknologi dalam Pendidikan Khas Kursus ini bertujuan untuk membincangkan tentang penggunaan teknologi dalam pendidikan khas. Kursus ini juga menekankan tentang peranan teknologi bantuan (assistive technology) bagi menampung keperluan kanak-kanak berkeperluan khas. Penekanan juga berkisar kepada bentuk teknologi, perancangan pengunaan teknologi, ciri-ciri dan aspek teknologi pendidikan dan perkhidmatan sokongan yang perlu ada.

GGGB6833 Technology and Special Education

This course emphasizes on the role of assistive technology to support special children's need. Emphasis is on in technology forms and type, planning technology use, characteristics of educational technology and requirement for support service.

Rujukan*/References*

Amy, G. D., Deborah, A. N., & Jerry, G. P. 2016. Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities. New York: Pearson.

Banes, D., Hayes, A., Kurz, C., & Kushalnagar, R. 2020. Using Infromation Communications Technologies to Implement Universal Design for Learning : A Working Paper From the Global Reading Network for Enhancing Skills Acquisition for Students With Disabilities. USA. USAID From The American People.

Green, J. 2018. Assistive Technology in Special Education : Resources to Support Literacy Communication and Learning Differences. Chicago: Sourcebooks.

OSullivan, J. 2019. The UDL Educational Technology Guide 2020 : Technology for Special Education. Floirda: John O'Sullivan Publications.

OSullivan, K., Bird, N., & Marshall, K. 2020. The dreamspace STEM-21CLD model as an aid to inclusion of pupils with special education needs. European Journal of Special Needs Education. 1. 1-9.

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan*/References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Sarjana Pendidikan dalam Pendidikan Bahasa Arab

Di penghujung program ini, pelajar akan memperolehi hasil pembelajaran berikut:

1. Menganalisis pengetahuan pada tahap kesarjanaan bidang pendidikan Bahasa Arab dalam menghadapi cabaran kurikulum yang dinamik.
2. Mengintegrasikan pengetahuan dan kemahiran analitis dalam penyelesaian masalah berkaitan amalan pendidikan bahasa Arab.
3. Mengaplikasikan kemahiran praktikal, kaedah dan teknik dalam pendidikan Bahasa Arab yang bersesuaian dalam kepelbagaian institusi pendidikan.
4. Mempraktikkan kemahiran interpersonal yang berkesan dalam memberikan perkhidmatan pendidikan kepada pemegang taruh terutamanya dalam bidang pendidikan Bahasa Arab.
5. Mengaplikasikan kemahiran komunikasi yang berkesan dalam memberikan perkhidmatan pendidikan Bahasa Arab kepada komuniti sama ada melalui penulisan atau percakapan dengan pelbagai pihak.
6. Mengaplikasikan kemahiran digital dalam pelaksanaan tugasan bidang pendidikan Bahasa Arab melalui media dan teknologi terkini.
7. Mengaplikasikan kemahiran numerik dalam pengurusan maklumat dan tugasan berkaitan dengan pendidikan Bahasa Arab.
8. Mempraktikkan kualiti kepimpinan dan kerjasama berpasukan dalam kalangan penyelidik dan pihak berkepentingan.
9. Mengaplikasikan kemahiran personal melalui pengurusan pembelajaran sepanjang hayat dalam bidang Bahasa Arab serta komited kepada kerja.
10. Mempamerkan kompetensi serta idea keusahawanan dan inovasi bagi peningkatan kebolehpasaran pendidikan sebagai nilai tambah dalam bidang Bahasa Arab.
11. Menjalankan penyelidikan dan patuh pada etika, nilai dan kod profesionalisme keguruan bagi memenuhi Standard Guru Malaysia.

STRUKTUR KURIKULUM

A. MOD KERJA KURSUS

Kursus Teras Fakulti

GGGB6073	Kaedah Penyelidikan dalam Pendidikan
GGGB6093	Penyelidikan Kualitatif dan Kuantitatif dalam Pendidikan
GGGB6053	Penulisan Kritis dalam Penyelidikan

Kursus Teras Program

GGGC6583	Perancangan Kurikulum dalam Pendidikan Bahasa Arab
GGGC6523	Kajian Linguistik dalam Pendidikan Bahasa Arab
GGGC6793	Analisis Ilmu-Ilmu Bahasa Arab Dalam Pendidikan
GGGC6133	Strategi Pengajaran dan Pembelajaran dalam Bahasa Arab
GGGC6653	Pendidikan Kemahiran Bahasa Arab

Kursus Elektif Bidang Pengkhususan

GGGC 6613	Pendidikan Bahasa Arab dalam Komuniti
GGGC 6693	Isu-Isu Pendidikan Bahasa Arab
GGGE 6583	Kajian Bebas

Kertas Projek

GGGA 6083	Cadangan Penyelidikan
GGGA 6094	Kertas Penyelidikan

Master of Education in Arabic Language Education

At the end of this program, students will achieve the following learning outcomes:

1. *Analysing the knowledge at the scholarly level related to teaching and learning in the face of dynamic challenges within the field of Arabic Language Education.*
2. *Integrate knowledge the problem-solving process based on analytical skills related to Arabic Language Education.*
3. *Applying practical skills appropriate to the field of Arabic Language Education in various sectors of education.*
4. *Practicing interpersonal skills in servicing to various parties, especially in the field of Arabic Language Education.*
5. *Applying effective communication skills in disseminating information within the field of Arabic Language Education.*
6. *Applying digital skills in the implementation of tasks, dissemination of knowledge and information related to the field of Arabic Language Education through various media and the latest technology.*
7. *Applying various forms of numerical data to solve problems related to Arabic Language Education.*
8. *Practicing leadership qualities and teamwork among researchers and stakeholders.*
9. *Applying personal skills through lifelong learning management and committed to Arabic Language Education practices.*
10. *Showcasing entrepreneurial ideas and innovations as added value in the field of Arabic Language Education.*
11. *Practicing ethical and professional values related to Arabic Language Education to meet the* Standard Guru Malaysia.

CURRICULUM STRUCTURE

A. COURSEWORK MODE

Faculty Core Courses

GGGB6073 Research Methodology in Education
GGGB6093 Quantitative and Qualitative Research in Education
GGGB6053 Critical Writing in Research

Programme Core Course

GGGC6583 Curriculum Planning in Arabic Language Education
GGGC6523 Linguistic Research in Arabic Language Education
GGGC6793 Analyzing Knowledges in Arabic Language Education
GGGC6133 Strategies of Teaching and Learning in Arabic Language
GGGC6653 Skills of Arabic Language Education

Elective Course in Specialisation

GGGC6613	*Arabic Language Education in Community*
GGGC6693	*Issues in Arabic Language Education*
GGGE6583	*Independent Study*

Project paper

GGGA6083	*Research Proposal*
GGGA6094	*Research Paper*

Sinopsis Kursus/*Course Synopsis*

GGGB6073 Kaedah Penyelidikan dalam Pendidikan

Kursus ini merupakan kursus pengenalan kepada kaedah penyelidikan dalam pendidikan. Secara khususnya, kursus ini mendedahkan konsep penyelidikan saintifik, dan proses pembinaan sorotan literatur, pernyataan masalah, objektif dan kerangka konseptual kajian. Kursus ini juga akan menjelaskan pelbagai reka bentuk penyelidikan, kaedah kutipan dan analisis data, dan strategi bagi meningkatkan kesahan dan kebolehpercayaan kajian dalam penyelidikan kuantitatif, kualitatif dan kaedah gabungan.

GGGB6073 *Research Methodology in Education*

This course is an introduction course to research methodology in education. Specifically, the course will introduce the concept of scientific research, and the process of developing research literature review, statement of the problem, objectives and framework. The course will also explain various research designs, data collection and analysis methods, and strategies to attain research validity and reliability for quantitative, qualitative and mixed methods research.

Rujukan / References

Creswell, J. 2019. Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (6th ed). Pearson.

Creswell, J.W. & Creswell, J.D. 2018. Research design: Qualitative, quantitative and mixed-methods approaches (5th ed). Sage Publications, Inc.

Creswell, J.W. & Poth, C.N. 2018. Qualitative inquiry & research design: Choosing among five approaches (4th ed). Sage Publications, Inc.

DeVellis, R.F. 2017. Scale development: Theory and application (4th ed). Sage Publications, Inc.

Silverman, D. 2020. Interpreting Qualitative Data (6th ed). Sage Publications, Inc.

GGGB6093 Penyelidikan Kuantitatif dan Kualitatif dalam Pendidikan

Kursus ini bertujuan melengkapkan pelajar dengan pengetahuan dan kemahiran dalam memahami dan menjalankan penyelidikan pendidikan menggunakan reka bentuk penyelidikan kuantitatif dan kualitatif. Melalui kursus ini, pelajar akan dibimbing untuk memilih reka bentuk kajian yang bersesuaian berdasarkan kepada permasalahan kajian/persoalan kajian yang dirangkakan. Pelbagai teknik penganalisisan data akan didedahkan, merangkumi analisis parametrik dan non-parametrik dalam kuantitatif serta secara bertema dalam kualitatif. Dari aspek penginterpretasian data, pelajar diajar untuk membangunkan andaian dan memberikan makna kepada data yang diperolehi dalam konteks permasalahan dan isu yang dikaji. Di akhir kursus, dijangkakan pelajar berupaya memanifestasikan pengetahuan, kemahiran dan pembudayaan penyelidikan melalui penghasilan satu laporan penyelidikan yang komprehensif.

GGGB6093 Quantitative and Qualitative Research in Education

This course aims to prepare students with knowledge and skills in understanding and conducting educational research using quantitative and qualitative research designs. Through this course, students will be guided to choose an appropriate research design based on the research problem/research question formulated. Various data analysis techniques will be taught, including parametric and non-parametric analysis in quantitative as well as thematically in qualitative. From the aspect of data interpretation, students are taught to develop assumptions and give meaning to the data obtained in the context of the problems and issues studied. At the end of the course, students are expected to be able to manifest

knowledge, skills and research culture through the production of a comprehensive research report.

Rujukan / References

Hennink, M., Hutter, I. & Bailey, A. 2020. 2nd Edition. Qualitative Research Methods. Los Angeles: Sage Publications.

Jarvinen M. & Mik-Meyer, N. (Eds). 2020. Qualitative Analysis: Eight Approaches for The Social Sciences. London. Sage Publications.

Pallant, J. 2020. SPSS Survival Manual: A Step by Step Quide to Data Analysis Using IBM SPSS, 7th Edition. Australia: Open University Press.

Johnson, B., & Christensen, L. 2017. Educational Research: Quantitative, Qualitative, and Mixed Approaches, 7th ed. London: Sage.

Ravid, R. 2020. Practical statistics for educators, 6th Edition. London: Rowman & Littlefield.

GGGB6053 Penulisan Kritis dalam Penyelidikan

Kursus ini bertujuan untuk membantu pelajar menghasilkan penulisan akademik terutamanya dalam penulisan kertas konsep. Skop utama kursus ini termasuklah pengunaan laras bahasa ilmiah yang meliputi pemilihan laras bahasa yang sesuai untuk pemilihan rujukan, penentuan topik secara berkesan, penggunaan applikasi plagiat dan penulisan mengikut Gaya UKM. Pelajar akan mempelajari kaedah mengkritik sesuatu artikel akademik dan menulis kertas konsep mengikut bidang pengkhususan pelajar secara kritis.

GGGB6053 Critical Writing in Research

This course intends to help students write their academic writing especially in the form of concept paper. The focus of this course includes the appropriate academic language usage which covers the appropriate language usage for selecting references, the effective selection of topics, the use of plagiarism application and UKM style of writing. Students will learn method to critique academic articles and write conceptual papers in their specialized fields critically.

Rujukan / References

Arosteguy, K.O., Bright, A., Rinard, B.J. & Poe, M. 2019. A Student's Guide to Academic and Professional Writing in Education. London: Teachers College Press.

Bailey, S. 2022. Academic Writing for University Students. New York: Routledge.

Tusting, K., McCulloch, S., Bhatt, l. & Hamilton, M. 2019. Academic Writing: The Dynamics of Knowledge Creation. New York: Routledge.

Universiti Kebangsaan Malaysia. 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

Zamri Mahamod. 2022. Penulisan Akademik. Edisi Kedua. Bangi: Penerbit Universiti Kebangsaan Malaysia.

GGGC6583 Perancangan Kurikulum dalam Pendidikan Bahasa Arab

Kursus ini bertujuan untuk mendedahkan asas-asas perancangan dan pembinaan kurikulum Bahasa Arab serta perkembangannya. Tumpuan diberikan kepada penetuan objektif, pemilihan kandungan, kaedah pengajaran dan penilaian kurikulum. Perbincangan meliputi kepelbagaian kurikulum Bahasa Arab yang ditawarkan berdasarkan status Bahasa Arab di intitusi-intitusi yang terbabit. Seterusnya pelajar juga diberi pendedahan tentang perlaksanaan kurikulum Bahasa Arab dalam suasana sistem pendidikan di Malaysia.

GGGC6583 *Curriculum Planning in Arabic Language Education*

The aim of this course is to expose the foundation of the curriculum design, planning and development to the students. The focus of the discussion will be on objective, contents, organizations, teaching methodologies, and evaluations. The first part of discussion will be in general, and the second parts will focus on Arabic language curriculum, especially in Malaysia.

Rujukan / References

Cullin, R., Harris, M. dan Hill, R. R. 2018. The Learner-Centered Curriculum: Design and Implementation. 2nd Edition. San Francisco: John Wiley & Sons.

Ornstein, A. C. dan Hunkins, F. P. 2017. Curriculum: Foundations, Principles, and Issues. 7th Edition. Boston: Pearson Allyn and Bacon.

Ryding, K. 2013. Teaching and Learning Arabic as a Foreign Language: A Guide for Teachers. Washington, DC: Georgetown University Press.

Tyler, R. W. dan Hlebowitsh, P. S. 2013. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press.

Versteegh, K. 2014. The Arabic Language. 2nd Edition. Edinburgh: Edinburgh University Press.

GGGC6523 Kajian Linguistik dalam Pendidikan Bahasa Arab

Kursus ini mendedahkan pelajar tentang teori-teori bahasa dalam disiplin ilmu linguistik yang berkaitan dengan pendidikan bahasa. Teori-teori linguistik ini meliputi beberapa aspek dalam linguistik am, sosiolinguistik, psikolinguistik dan linguistik terapan. Perbincangan juga meliputi aspek-aspek penting dalam komponen linguistik Arab, perkembangan aliran pemikiran pendidikan bahasa Arab dan aplikasinya dalam konteks pendidikan bahasa Arab di Malaysia. Kursus ini juga membincangkan bidang linguistik Arab yang berpotensi untuk penyelidikan berkaitan dengan pendidikan bahasa.

GGGC6523 Linguistic Research in Arabic Language Education

This course introduces students to the theories of language in linguistic disciplines related to language education. Linguistic theories cover several aspects in general linguistics, sociolinguistics, psycholinguistics and applied linguistics. The discussion also covers important aspects of the Arabic linguistic component, the development of Arabic education schools of thought and its application in the context of the Arabic language education in Malaysia. It also discusses the potential field of Arabic linguistics to research on language education.

Rujukan / References

Abdulkafi, Albirini, 2016. Modern Arabic Sociolinguistics: Diglossia, Codeswitching, Attitudes and Identity. Routledge, Taylor and Francis Group, New York.

Ade Nandang S & Abdul Kossim. 2018. Pengantar Linguistik Arab. PT Remaja Rosdakarya, Bandung, Jakarta

Harun Baharudin & Zawawi Ismail. 2016. Konsep & Strategi Pembelajaran Kosa Kata Arab. Penerbit UKM.

Zunita Mohamad Maskor & Harun Baharudin. 2020. Pengetahuan Kosa Kata Arab dalam Kemahiran Menulis.Penerbit UKM.

مدخل إلى علم اللغة الإجتماعي (Pengantar Sosiolinguistik),2016. Dr. H. M. Afifuddin Dimyathi, Lc. MA. Malang: Lisan Arabi

GGGC6793 Analisis Imu-Ilmu Bahasa Arab dalam Pendidikan

Kursus ini bertujuan untuk menganalisis fenomena pendidikan bahasa dalam disiplin ilmu bahasa Arab. Tumpuan diberikan kepada aspek-aspek teori dan praktikal yang diaplikasikan dalam pendidikan bahasa Arab. Fenomena bahasa ini melibatkan perbezaan perspektif tradisi dan moden, analisis konstrastif, analisis kesilapan dan analisis teks. Kursus ini akan dilaksanakan secara gabungan antara bersemuka dan atas talian (*blended learning, Face to Face & online*).

GGGC6793 Analyzing Knowledges in Arabic Language Education

This course deals mainly in analyzing phenomenon in the discipline of Arabic language in the context of education. Focus is given to theory and practical aspects as applied in the education of Arabic language. phenomenon in the discipline of Arabic language include classics and modern perspective, contrastive analysis, error analysis dan text analysis. This course will be conducted in combination between face to face and online blended - Face to Face & online).

Rujukan / References

Al-Sharkawiy, Muhammad, 2017. History and Development of the Arabic Language, Routlegde, New York

Aziz Anwar Fachruddin. 2017. Pengantar Sejarah dan Madzhab Arab Lingustik Arab. Sidoarjo: Lisan Arabi.

Harun Baharudin, Nik Mohd Rahimi Nik Yusoff & Nabilah Sahadan. 2018. Pengetahuan Konsonan Konstrastif Arab & Melayu. Penerbit UKM

Ibtihal al-Bar, 2015, بين منهج النحو العربي في التأويل والنحو التوليدي التحويلي, Majallat Majma' al-Lughah al-'Arabiyyat al-Urduniy, Vol. 88

Zunita Mohamad Maskor & Harun Baharudin. 2020. Pengetahuan Kosa Kata Arab dalam Kemahiran Menulis.Penerbit UKM.

GGGC6133 Strategi Pengajaran dan Pembelajaran dalam Bahasa Arab

Kursus ini dibina untuk menerokai isu-isu berkaitan dengan strategi-strategi pembelajaran bahasa Arab, Kosa Kata Arab dan latihan strategi. Topik-topik yang dibincang termasuk ciri-ciri strategi pembelajaran bahasa (SPB), strategi pembelajaran kosa kata (SPK), tipologi strategi pembelajaran bahasa dan kosa kata, kaedah mengenal pasti strategi pembelajaran bahasa, faktor-faktor menjejaskan strategi pembelajaran bahasa, kajian-kajian strategi pembelajaran bahasa dan latihan strategi, matlamat latihan strategi, model latihan strategi dan pendekatan berkaitan dengan instruksi strategi pembelajaran bahasa. Kursus ini akan dilaksanakan secara gabungan antara bersemuka dan atas talian.

GGGC6133 Strategies of Teaching and Learning in Arabic Language

The course is designed to explore issues related to Arabic language learning strategies, Arabic vocabulary and strategy training. Topics covered include characteristics of language learning strategies, vocabulary learning strategies, typology of language and vocabulary learning strategies, methods for identifying language learning strategies, factors affecting language learning strategies, research studies on language learning strategies and learner training, goals of learner training, models of strategy training and approaches to language learning strategies instruction. The course will also look at a number of Malaysian-based strategy training models. This course will be conducted in combination between face to face and online blended - Face to Face & online).

Rujukan / References

Azrul Abu Aman & Harun Baharudin. 2019. Amalan Pedagogi Jurulatih Utama Bahasa Arab dalam Pengajaran Kosa Kata Peringkat Sekolah Kebangsaan di Negeri Melaka. Jurnal Global al-Thaqafah (GJAT), 15-26.

Dmitrenko, V. 2017. Language learning strategies of multilingual adults learning additional languages. International Journal of Multilingualism . 14, 6-22.

Graham, S. & Santos, D. 2015. Strategies for second language listening: Current scenarios and improved pedagogy. Basingstoke: Palgrave.

Griffiths, C. 2018. Strategy Factor in Successful Language Learning: The Tornado Effect. Bristol: Multilingual Matters.

Harun Baharudin & Zawawi Ismail. 2016. Konsep & Strategi Pembelajaran Kosa Kata Arab. Penerbit UKM.

GGGC6653 Pendidikan Kemahiran Bahasa Arab

Kursus ini membincangkan falsafah, pendekatan, prinsip, kaedah dan teknik pengajaran bahasa Arab sebagai bahasa kedua atau bahasa asing. Penekanan diberikan kepada kaedah dan teknik pengajaran kemahiran berbahasa iaitu mendengar, bertutur, membaca dan menulis. Di samping itu, kursus ini juga membincangkan tentang kaedah pengajaran untuk subjek-subjek bahasa Arab termasuklah nahu, soraf, balaghah dan kesusasteraan.

GGGC6653 Skills of Arabic Language Education

This course will discuss the philosophies, principles, methodologies, and techniques of teaching Arabic as a second or foreign language. The discussions will emphasis on the methodology and technique of teaching listening, speaking, reading and writing skills. This course will also discuss the pedagogical for teaching Arabic subjects such as Arabic grammar, morphology, rhetoric and literature.

Rujukan / References

Cullin, R., Harris, M. dan Hill, R. R. 2018. The Learner-Centered Curriculum: Design and Implementation. 2nd Edition. San Francisco: John Wiley & Sons.

Ornstein, A. C. dan Hunkins, F. P. 2017. Curriculum: Foundations, Principles, and Issues. 7th Edition. Boston: Pearson Allyn and Bacon.

Ryding, K. 2013. Teaching and Learning Arabic as a Foreign Language: A Guide for Teachers. Washington, DC: Georgetown University Press.

Tyler, R. W. dan Hlebowitsh, P. S. 2013. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press.

Versteegh, K. 2014. The Arabic Language. 2nd Edition. Edinburgh: Edinburgh University Press.

GGGC6693 Isu-Isu Pendidikan Bahasa Arab

Kursus ini akan memfokuskan permasalahan-permasalahan yang dihadapi oleh perancang kurikulum, pelajar dan guru bahasa Arab di Malaysia. Ini termasuklah perbincangan tentang falsafah, matlamat, arah perkembangan kurikulum dan profesion perguruan. Kursus ini juga membincangkan permasalahan-permasalahan yang timbul dari prinsip-prinsip pemerolehan bahasa kedua dalam kalangan pelajar iaitu pengaruh bahasa ibunda, perbezaan latar belakang dan masalah-masalah di sekolah dalam mempelajari bahasa Arab. Kursus ini akan dilaksanakan secara gabungan antara bersemuka dan atas talian.

GGGC6693 Issues in Arabic Language Education

This course is focused on the problems faced by curriculum planners, students and teachers of Arabic language in Malaysia. It includes discussion on the philosophy, aim, the direction of curriculum development and the teaching profession. This course will also discuss on the problems incurred within the principle of second language acquisition among the students; the influence of mother tongue language, diversity in backgrounds and problems in the of Arabic language in school. This course will be conducted in combination between face to face and online blended - Face to Face & online).

Rujukan / References

Khairatul Akmar Ab.Latif, Maimun Aqsha Lubis & Aisyah Sjahrony. 2015. Realiti teori dan praktikal Bahasa Arab Universiti di Malaysia. Bangi: Penerbit Universiti Kebangsaan Malaysia.

Maimun Aqsha Lubis, Zaffi Alias & Hanis Najwa Shaharuddin. 2014. Pelaksanaan Pengajaran dan Pembelajaran Bahasa Arab Kurikulum Bu'uth Al-Azhar di Sekolah Agama Bantuan Kerajaan (SABK). Jurnal Pendidikan Malaysia

Nordin Halias, Zawawi Ismail & Harun Baharudin. 2017. Komunikasi Bukan Lisan dalam Pengajaran Bahasa Arab. Penerbit UKM.

Roslizawati Saad. 2020. Tahap kesediaan Guru bahasa Arab Terhadap Penggunaan YouTube dalam Pelatihan Aktiviti KoKurikulum. Tesis Sarjana, UKM.

Syahatah, H. 2017. Ta'lim al-Lughat al-'arabiyah baina al-nazariyyah wa al-tathbiq. Dar al Misriyyah al-Lubnaniyyah

GGGE6583 Kajian Bebas

Kursus ini bertujuan untuk meningkatkan kemahiran analitikal dan kemahiran penulisan penyelidikan. Pelajar boleh menghasilkan pelbagai bentuk penulisan penyelidik dengan seliaan daripada penyelia. Di akhir kursus ini pelajar dapat menguasai ilmu penyelidikan dalam bidang pengkhususan masing-masing.

GGGE6583 Independent Study

This course focuses on increasing their analytical and research writing skills. Students can produce various forms of research writing under the supervision of a supervisor. At the end of this course, students can master research knowledge in their respective fields of specialization.

Rujukan / ***References***

DePoy, E., & Gitlin, L. N. (2019). Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Kornuta, H. M., Germaine. R. W. (2019). A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Mertens, D. M. (2019). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. (2021). The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Universiti Kebangsaan Malaysia (2018). Panduan Menulis Tesis Gaya UKM. Bangi: Penerbit UKM.

GGGC6613 Pendidikan Bahasa Arab dalam Komuniti

Kursus ini membincangkan pendidikan bahasa Arab untuk komuniti, iaitu bahasa Arab luar kelas dan bahasa Arab untuk masyarakat awam. Pendidikan bahasa Arab luar kelas merangkumi perancangan dan pengendalian kem penguasaan bahasa Arab untuk murid sekolah rendah atau sekolah menengah atau pelajar institusi pengajian tinggi. Pelajar kursus ini akan didedahkan bagaimana merancang kem bahasa Arab bermula dari analisis keperluan, pembinaan modul kem, pengendalian kem dan penilaian kem. Begitu juga pelajar kursus ini akan didedahkan perancangan dan pengendalian kursus bahasa Arab untuk orang awam.

GGGC6613 *Arabic Language Education in Community*

This course discusses Arabic language education for the community, namely Arabic outside the classroom and Arabic for the general public. Out-of-class Arabic language education includes the planning and management of Arabic language mastery camps for primary or secondary school students or students of higher education institutions. Students of this course will be exposed to how to plan an Arabic language camp starting from needs analysis, camp module construction, camp management and camp evaluation. Similarly, students of this course will be exposed to the planning and management of Arabic language courses for the general public.

Rujukan / *References*

Cullin, R., Harris, M. dan Hill, R. R. 2018. The Learner-Centered Curriculum: Design and Implementation. 2nd Edition. San Francisco: John Wiley & Sons.

Ornstein, A. C. dan Hunkins, F. P. 2017. Curriculum: Foundations, Principles, and Issues. 7th Edition. Boston: Pearson Allyn and Bacon.

Tyler, R. W. dan Hlebowitsh, P. S. 2013. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press.

Versteegh, K. 2014. The Arabic Language. 2nd Edition. Edinburgh: Edinburgh University Press.

Wiles, J. W. dan Bondi, J. C. 2019. Curriculum Development: A Guide to Practice. 10th Edition. Boston: Pearson Allyn and Bacon

GGGA6083 Cadangan Penyelidikan

Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan cadangan kajian yang akan dijalankan dan dinilai oleh penyelia. Cadangan kajian merangkumi Bab Pendahuluan, Kajian Literatur dan Metodologi sebagai gambaran awal kajian yang akan dilaksanakan. Di akhir kursus, pelajar perlu menghantar cadangan kajian dalam bentuk penulisan akademik dan membentangkan kepada penyelia.

GGGA6083 *Research Proposal*

This course aims to guide students in writing research proposals that will be conducted and evaluated by supervisors. The proposed study includes an Introduction Chapter, Literature Review and Methodology as a preliminary overview of the study that will be carried out. At the end of the course, students have to submit a research proposal in the form of academic writing and present it to the supervisor

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

GGGA6094 Kertas Penyelidikan

Kursus ini merupakan kesinambungan kursus Cadangan Penyelidikan yang merupakan pra-syarat kepada kursus ini. Kursus ini bertujuan untuk membimbing pelajar melakukan penulisan berkaitan analisis dan perbincangan. Di akhir kursus, pelajar perlu menghantar penulisan kajian empirikal yang lengkap secara akademik. Penilaian kursus ini adalah berdasarkan kepada pembentangan dan hasil penulisan kertas keseluruhan kajian.

GGGA6094 *Research Paper*

This course is a continuation of the research proposal course which is a prerequisite for this course. This course aims to guide students in writing related to analysis and discussion. At the end of the course, students have to submit an empirical study that is academically complete. The evaluation of this course is based on the presentation and the results of writing the entire study paper.

Rujukan / *References*

DePoy, E., & Gitlin, L. N. 2019. Introduction to research E-book: understanding and applying multiple strategies. Elsevier Health Sciences.

Mertens, D. M. 2019. Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Sage publications.

Portwood-Stacer, L. 2021. The Book Proposal Book: A Guide for Scholarly Authors. Princeton University Press.

Kornuta, H. M., Germaine. R. W. 2019. A Concise Guide to Writing a Thesis or Dissertation: Educational Research and Beyond, 2nd ed. London: Routledge.

Universiti Kebangsaan Malaysia 2018. Panduan Menulis Tesis: Gaya UKM. Bangi: Penerbit UKM.

CADANGAN JADUAL KERJA PROGRAM SARJANA SAINS DALAM PENDIDIKAN

TEMPOH PENGAJIAN		Jadual Kerja
Sepenuh Masa	**Separuh Masa**	
1	1-2	Persediaan Usulan 1. Pembacaan latar belakang 2. Pemahaman literatur 3. Penghasilan draf ke atas kerja awal
2	3-4	Peringkat I (Usulan Penyelidikan) 1. Mengikuti latihan kaedah penyelidikan 2. Mengenal pasti isu-isu teori yang penting 3. Mengemukakan persoalan utama penyelidikan 4. Penentuan metodologi yang sesuai
3	5	Peringkat II 1. Penyelidikan lapangan 2. Menganalisis data empirikal 3. Penghasilan kajian penyelidikan
4	6	Peringkat III (Pemantapan) 1. Mengintegrasikan literatur dan keputusan penyelidikan 2. Penggulungan tema-tema penting 3. Mengenal pasti tajuk-tajuk bab
5	7	Penghasilan draf awal tesis. (Notis tiga (3) bulan diberi kepada Urusetia Siswazah sebelum tesis dikemukakan untuk pemeriksaan)
6	8	Mengemukakan draf muktamad tesis untuk pemeriksaan Peperiksaan Lisan Pembetulan/perubahan terakhir Penyerahan tesis muktamad

CADANGAN JADUAL KERJA
PROGRAM SARJANA PENDIDIKAN
MOD KERJA KURSUS DAN
MOD CAMPURAN (KERJA KURSUS DAN PENYELIDIKAN)

Mod Campuran (Kerja Kursus dan Penyelidikan)		**Mod Kerja Kursus**	
Tempoh Pengajian 3 semester	**Jadual Kerja**	**Tempoh Pengajian 3 semester**	**Jadual Kerja**
Semester I	5 kursus	Semester I	6 kursus
Semester II	5 kursus	Semester II	4 kursus + Cadangan Penyelidikan
Semester III	Disertasi	Semester III	1 kursus + Kertas Penyelidikan

Peraturan -Peraturan
dan
Garis Panduan Tambahan
Program Siswazah, Fakulti Pendidikan

[Dibaca bersama dengan Peraturan UKM (Pengajian Siswazah) 2021]

Additional Rules and Guideline
For Postgraduate Programme
Faculty of Education

(Read with the UKM Regulations Graduate Studies 2021 Book)

1. Pendaftaran kursus prasyarat

1.1 Pelajar program Sarjana yang tiada latar belakang pendidikan perlu mengambil kursus prasyarat.

1.2 Pelajar sesi kemasukan Semester 1 Sesi Akademik 2021/2022 perlu mengambil kursus prasyarat GGGA6214 Teori dan Amalan Pendidikan.

Mesyuarat Fakulti Bil 302

1.3 Mana-mana pelajar yang belum selesai mendaftar tiga (3) kursus prasyarat, pelajar hanya perlu mengambil kursus prasyarat baharu GGGA6214 Teori dan Amalan Pendidikan sahaja.

1.4 Walau bagaimanapun, pelajar kohort lama boleh melengkapkan keperluan 3 kursus prasyarat berkenaan tanpa mengambil kursus prasyarat GGGA6214 Teori Dan Amalan Pendidikan.

1.5 Tiga (3) Kursus Prasyarat Sarjana disetarakan dengan kursus prasyarat baharu seperti berikut:

Kursus prasyarat kohort Sem 2 2020/2021 ke bawah	**Kursus disetarakan**
GGGA1133 Profesionalisme Keguruan dan Pembangunan Insan	GGGA6214 Teori Dan Amalan Pendidikan.
GGGA1143 Psikologi Pendidikan dan Kepelbagaian Pelajar	
GGGA4123 Perancangan, Pembangunan dan Kurikulum Pengajaran	

1.6 Bagi pelajar program Sarjana Sains dalam Pendidikan, kursus prasyarat bagi program ini disetarakan dengan kursus prasyarat program Sarjana Pendidikan (Mod Penyelidikan) seperti berikut:

Kertas Fakulti Bil 147/2023

Kursus Wajib (Sarjana Sains dalam Pendidikan)	**Kursus Wajib (Sarjana Pendidikan – Mod Penyelidikan)**
GGGB6073 Kaedah Penyelidikan dalam Pendidikan	GGGB6013 Kaedah Penyelidikan 1
GGGB6093 Penyelidikan Kuantitatif dan Kuanlitatif dalam Pendidikan	GGGB6023 Kaedah Penyelidikan 2 GGGA6283 Penyelidikan Kualitatif
GGGB6053 Penulisan Kritis dalam Penyelidikan	GGGB6012 Penulisan Akademik GGGB6022 Penulisan Akademik 2

2. Tempoh Pengajian

Contoh pengiraan bagi pertukaran tempoh pengajian sarjana dari sepenuh masa ke separuh masa dan sebaliknya:

$$\text{Baki sepenuh masa} = \left(\frac{\text{Baki Sepenuh Masa}}{\text{Maksimum Sepenuh Masa}}\right) \text{X} \left(\text{Maksimum Separuh Masa}\right)$$

$$\text{Baki separuh masa} = \left(\frac{\text{Baki Separuh Masa}}{\text{Maksimum Separuh Masa}}\right) \text{X} \left(\text{Maksimum Sepenuh Masa}\right)$$

3. Beban Kerja

3.1 Syarat Penerbitan

3.1.1 Doktor Falsafah

Kemasukan **semester 1 sesi 2018/2019 -** Dua (2) Artikel Jurnal Berindeks Scopus/WoS;ATAU sekurang-kurangnya satu (1) Jurnal Scopus/WoS DAN satu (1) Artikel dari kategori berikut:

- Jurnal Penerbit UKM dan Fakulti/Institut;
- Bab dalam Buku diterbitkan oleh penerbit tersenarai dalam WoS atau Penerbit UKM atau MAPIM**.**

**Semua Penerbitan Pelajar Wajib ditulis bersama Penyelia.*

3.1.2 Sarjana

Bil	1	2		3	
	Sarjana Sains dalam Pendidikan	**Pendidikan Sains, Pengukuran dan Penilaian & Bimbingan dan Kaunseling**		**Program Sarjana Pendidikan selain di 1 dan 2**	
		Mod Kerja Kursus dan Penyelidikan	**Mod Kerja Kursus**	**Mod Kerja Kursus dan Penyelidikan**	**Mod Kerja Kursus**
2.	Sekurangnya-kurangnya satu (1) artikel dari mana-mana kategori yang berikut: □ Jurnal ERA/SCOPUS/WoS; □ Jurnal Penerbit UKM dan Fakulti/Institut atau tersenarai dalam MyJurnal (Malaysian Journal Management System) dari MyCite; □ Bab dalam Buku diterbitkan oleh penerbit tersenarai dalam WoS atau Penerbit UKM atau MAPIM. **Semua penerbitan pelajar wajib ditulis bersama Penyelia Sahaja*.	1 prosiding/1 artikel jurnal berwasit telah diterima. **Semua penerbitan pelajar wajib ditulis bersama Penyelia Sahaja*		i) Satu artikel* yang diterbitkan dalam jurnal yang diindeks oleh ERA/SCOPUS/WOS atau jurnal yang diterbitkan oleh penerbit UKM/Fakulti/Institut; atau ii) Satu bab* dalam buku yang diterbitkan oleh penerbit yang disenaraikan dalam WOS, Penerbit UKM atau MAPIM. * *semua artikel dan bab dalam buku perlu diterbitkan bersama penyelia pelajar.*	

3.1.3 Bagi manuskrip yang telah diterima tetapi belum diterbitkan, perlu lampirkan dokumen sokongan (dokumen rasmi penerimaan manuskrip, bukti pembayaran penerbitan, manuskrip akhir, & ISBN) dan dihantar ke pejabat fakulti untuk pengesahan.

3.1.4 Pelajar sebagai penulis pertama dan penyelia sebagai penulis bersama ATAU penyelia sebagai penulis pertama dan pelajar sebagai penulis bersama (bergantung kepada perbincangan dengan penyelia).

Perkara 3.1.4 – 3.1.5 Mesyuarat Fakulti Bil 286

3.15 Dalam keadaan di mana sesebuah artikel mengandungi lebih daripada seorang pelajar daripada penyelia yang sama, hanya SEORANG pelajar yang boleh menggunakan artikel tersebut sebagai syarat bergraduasi iaitu sekiranya beliau merupakan 'first student author'. Pelajar lain yang terdapat dalam senarai pengarang tidak boleh mengemukakan artikel yang sama untuk syarat bergraduasi.

3.1.6 Perkara 7.1.4 dan 7.1.5 berkuatkuasa Februari 2020.

4. Beban Kerja Kursus

4.1 Beban Kerja Penyelidikan dan Penulisan Tesis

Mesyuarat Fakulti Bil 279 & Mesyuarat Fakulti Bil 283

4.1.1 Syarat pengambilan kursus prasyarat iaitu Kaedah Penyelidikan 1 (GGGB6013), Kaedah Penyelidikan 2 (GGGB6023) dan Kursus Penyelidikan Kualitatif (GGGA6283) sebagai syarat memperoleh Ijazah Sarjana Pendidikan Mod Penyelidikan bagi pelajar dalam dan luar Negara.

Mesyuarat Fakulti Bil 284

4.1.2 Pelajar Sarjana Mod A boleh mengambil subjek Kaedah Penyelidikan 1 dan Kaedah Penyelidikan 2 dalam satu (1) semester yang sama.

5. Tesis

Bilangan patah perkataan bagi sesuatu tesis adalah seperti berikut:

Mesyuarat Fakulti Bil 279

Program	Bilangan Patah Perkataan (pp)
Doktor Falsafah	70,000 – 100,000
Doktor Pendidikan Tinggi	50,000 – 60,000
Sarjana Mod A	30,000 – 60, 000
Sarjana Mod B	25,000 - 50,000

*25,000pp = 100 muka surat

6. Penilaian tesis mod penyelidikan

6.1 Peperiksaan bagi calon Sarjana atau Doktor Falsafah yang mengikuti secara penyelidikan hendaklah mengandungi:

6.1.1 Pembentangan Usulan Penyelidikan, Kemajuan dan Pemantapan tesis.

6.1.2 Satu tesis yang akan diperiksa oleh Jawatankuasa Peperiksaan Lisan.

6.1.3 Peperiksaan Lisan bagi mempertahankan tesis.

6.2 Tempoh pembetulan tesis

Tempoh Pembetulan Tesis	Tempoh Minimum boleh Penyerahan Tesis
Cemerlang (1 bulan)	1 minggu
Minor (1-3 bulan)	1 bulan
Major (3-9 bulan)	2 bulan
Re-VIVA (12 bulan)	6 bulan

7. Penilaian kursus

7.1 Pemberian nilai gred bagi setiap semester adalah untuk kerja kursus dan penilaian lain yang diadakan di sepanjang semester dan peperiksaan akhir semester.

7.2 Gred dan nilai gred untuk kerja kursus akan diberikan penilaian seperti berikut:

Markah	Gred	Nilai Gred	Taraf
80-100	A	4.00	Lulus dengan Cemerlang
75-79	AM	3.67	Lulus dengan Cemerlang
70-74	BP	3.33	Lulus dengan kepujian
65-69	B	3.00	Lulus dengan kepujian
60-64	BM	2.67	Lulus
55-59	CP	2.33	Lulus
50-54	C	2.00	Lulus
45-49	CM	1.67	Gagal
40-44	D	1.00	Gagal
0-39	E	0.00	Gagal
	SM	0.00	Sedang Maju
	L/K		Lulus / Kandas (bagi kursus tanpa gred)
	TL		Tidak Lengkap
	AU		Audit
	TP		Tangguh Peperiksaan
	TD		Tarik Diri
	DK		Dikecualikan

7.3 Pemberian gred SM (Sedang Maju)

7.3.1 Pemberian Gred SM adalah sebanyak sekali dan pada semester berikutnya pelajar akan diberikan gred Lulus / Kandas;

7.3.2 Walau bagaimanapun pelajar boleh memohon tambahan semester untuk pemberian gred SM tertakluk perkara berikut:

Mesyuarat Fakulti Bil 289

i Menyatakan justifikasi dan mendapat sokongan daripada penyelia;
ii Kemajuan telah mencapai 70%.

7.3.3 Gred tertinggi pelajar yang mohon tambahan semester untuk pemberian gred SM adalah AM (A-)

7.4 Pemberian gred TL (Tidak Lengkap)

7.4.1 TL (Tidak Lengkap) iaitu gred yang diberikan kepada calon yang tidak dapat melengkapkan keperluan kursus atas alasan yang munasabah. Calon perlu melengkapkan keperluan tersebut sekurang-kurangnya dalam tempoh dua (2) minggu selepas pendaftaran semester berikutnya untuk mendapat penilaian penuh dan gred. Gred tertinggi bagi pelajar yang mendapat TL adalah A-;

Mesyuarat Fakulti Bil 312

7.4.2 Fakulti memberikan kebenaran kepada pelajar untuk memohon gred Tidak Lengkap (TL) bagi yang tidak dapat menyelesaikan sekurang-kurangnya 70% daripada keperluan kursus atas alasan yang munasabah.

7.5 Mengulang kursus atau pengajian atau menduduki peperiksaan khas

Mesyuarat Fakulti Bil 292

7.5.1 Cadangan pemberian gred sebenar pencapaian pelajar (tanpa penetapan gred) bagi pelajar yang mengulang kursus atau pengajian adalah mengikut yang telah ditetapkan dalam Peraturan-Peraturan Universiti Kebangsaan Malaysia (Pengajian Siswazah) Tahun 2015.

Varsiti Kita

Lihat kampusku yang tenang
Damainya alam ciptaan Tuhan
Panduan ilmu dan keimanan
Amal dan jernih digabungkan

Lautan ilmu kita harumkan
Sumber ilmuan berkembangan

Inilah varsiti kita
Ditengahkan hasrat rakyat kita
Dari mula untuk semua
Bagai tanda perjuangan kita

Bangun berbakti membela
Memupuk insan jiwa bertakwa
Memimpin manusia semua
kenal akan adat unggulnya

Membina negara senantiasa
Maju berilmu dan bahagia

Inilah varsiti kita
Ditengahkan hasrat rakyat kita
Dari mula untuk semua
Bagai tanda perjuangan kita

Penggubah
Nazri Ahmad

Ilmu, Mutu dan Budi

Ilmu, Mutu dan Budi
Itulah harga diri
Hidup siswa siswi
Harapan ibu pertiwi

Ilmu, Mutu dan Budi
Itulah pelita hati
Asas pembinaan peribadi
untuk menabur bakti

Itulah pegangan hidup kami
Sumber kekuatan rohani
Mutiara peradaban asli
Titian hidup abadi

Ilmu, Mutu dan Budi
Itulah pusaka sejati
Menuju cita-cita murni
Semoga Tuhan memberkati

Penggubah
Zubir Ali

Lirik
Hj. Salleh Hj. Yusof

Ahli Jawatankuasa Penerbitan Buku Panduan Siswazah
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