

Meneroka Sikap dan Motivasi Murid Rendah Pencapaian Bahasa Melayu: Satu Kajian Kes di FELDA

Siti Nazurana Konaen, Fadzilah Abd Rahman, Samsilah Roslan

Kata Kunci:

Kata Kunci: Sikap, motivasi, masalah literasi membaca, murid rendah pencapaian, Bahasa Melayu, FELDA



Abstrak:

Murid rendah pencapaian terutamanya dalam mata pelajaran Bahasa Melayu di FELDA berpotensi untuk tercicir dalam pelajaran. Sehubungan dengan itu, pandangan sebenar murid rendah pencapaian Bahasa Melayu, guru, dan ibu bapa perlu diteliti dalam meneroka sikap dan motivasi yang mempengaruhi permasalahan literasi membaca. Bagi mencapai matlamat ini, satu kajian kualitatif menggunakan reka bentuk kajian kes pelbagai lokasi telah dilaksanakan menggunakan kaedah pengumpulan data temu bual, analisis dokumen dan pemerhatian. Manakala, kesahan dan kebolehpercayaan dapatan kajian pula dicapai melalui teknik triangulasi serta penyemakan semula data oleh peserta kajian. Melalui penggunaan teknik persampelan bertujuan ini, seramai lima belas peserta kajian telah dipilih. Manakala teori pembelajaran Behaviorism Bandura digunakan untuk menyokong dapatan kajian. Dapatan kajian menunjukkan faktor sikap dan motivasi seperti sikap kerajinan murid, kesyukuran atas nikmat yang diberi, minat terhadap buku akademik, tumpuan dan perhatian semasa sesi pengajaran dan pembelajaran serta faktor motivasi belajar dikenal pasti menyumbang kepada permasalahan literasi membaca. Kesimpulannya, sikap dan motivasi negatif yang ditunjukkan oleh murid rendah pencapaian Bahasa Melayu menjadi faktor kepada masalah literasi membaca di FELDA. Implikasi dapatan kajian ini menjelaskan bahawa, sikap dan motivasi murid rendah pencapaian yang beranggapan mereka berada dalam zon selesa perlu diatasi agar mereka lebih berdaya saing dengan murid di sekolah lain. Selain itu, sikap dan motivasi murid yang lebih positif dalam pembelajaran dan amalan membaca perlu dipupuk sedari awal dengan mengadakan lebih banyak bengkel dan program motivasi di sekolah mahupun luar sekolah. Selain dorongan dan pemupukan minat oleh guru, ibu bapa serta komuniti setempat bagi memastikan murid di FELDA mampu menguasai literasi membaca sejak di peringkat sekolah rendah serta tidak tercicir dalam pelajaran mereka.

Keywords:

Keywords: Attitudes, motivations, reading literacy, low achievement students, Malay Language, FELDA

Abstract:

Low achieving students especially in Malay Language education in FELDA have the potential to not progress in education. Therefore, the views on learning Malay language from low achieving students, teachers, and parents was examined in exploring the attitudes and motivations that influence factors of students' reading literacy. To achieve this goal, a qualitative research using multi-location case study method was conducted using interview data collection methods, document analysis and observation. Whereas, the validity and reliability of the findings were obtained using triangulation technique and re-view of data. Through the use of a purposive sampling technique, fifteen study participants were selected. Meanwhile learning theory Behaviorism Bandura used to support the findings. The findings show that attitudes and motivation factors, such as student attitude, gratitude for the gift, interest in academic books, focus and attention during teaching and learning sessions and learning motivation factors were identified to contribute to this problem. In conclusion, the findings of this study explain that the negative attitude and motivation shown by low achievement students in Malay language education is a contributing factor to the reading literacy problem in FELDA. The implications of the findings explained that attitude and motivation of low achievement students by assuming that they are in comfort zone need to be overcome in order for them to become more competitive with students from another school. Therefore, students' positive attitude and motivation toward learning and reading practice should be nurtured from the beginning by organize more workshops and motivational programs in school or outside the school. Apart from encouragement and interest stimulation by teachers, parents and local community to ensure students in FELDA are able to master the reading literacy since primary school level and not dropout in their study.