

Keberkesanan FUFT Program InPeKS terhadap Keperibadian dan Kepimpinan Pengetua

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Kata Kunci:

Kata Kunci: *Follow Up Follow Through*, InPeKS, Pengetua, Keperibadian dan Kepimpinan



Abstrak:

Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 di bawah Anjakan ke-5 iaitu memastikan kepimpinan berprestasi tinggi ditempatkan di setiap sekolah dan hal ini selaras dengan PPPM dalam Inisiatif #87: Piagam Pemimpin Sekolah iaitu memperkukuhkan pendekatan strategik bagi memastikan pemimpin berprestasi tinggi ditempatkan di setiap sekolah di bawah Kementerian Pendidikan Malaysia melalui Program Pelonjakan Kepimpinan Sekolah. Oleh yang demikian kajian ini bertujuan untuk mengenal pasti keberkesanan *Follow Up Follow Through* (FUFT) Program Intervensi Pelonjakan Kepimpinan Sekolah (InPeKS) terhadap keperibadian dan kepimpinan pengetua di sekolah-sekolah berprestasi rendah (SBR). Rekabentuk kajian menggunakan pendekatan tinjauan dengan menggunakan kaedah kuantitatif bagi mengutip data. Pemilihan sampel adalah dari populasi dengan menggunakan kaedah persampelan rawak melibatkan 27 orang pengetua kohort rintis 2017, 54 orang Guru Penolong Kanan, 135 orang guru dan 27 orang pembimbing. Responden yang terlibat dalam kajian ini telah hadir sesi semuka selama 1 minggu dan telah selesai sesi konsultasi selama 1 tahun dengan tiga FUFT. Instrumen soal selidik yang digunakan adalah instrumen pemimpin pendidikan berprestasi tinggi yang melihat konstruk keperibadian dan instrumen Standard Kualiti Pendidikan Malaysia gelombang 2 (SKPM g2) yang diubah suai bagi melihat kepimpinan. Dapatan menunjukkan intervensi FUFT telah memberi kesan positif terhadap keperibadian dan kepimpinan pengetua. Justeru dapatan kajian ini turut mengukuhkan keberkesanan Program InPeKS iaitu keberkesanan penempatan kepimpinan berprestasi tinggi yang dapat melonjakkan prestasi sekolah dan kemenjadian murid di SBR.

Keywords:

Keywords: *Follow Up Follow Through*, InPeKS, Principal, Personality and Leadership

Abstract:

Malaysia Education Development Blueprint (PPPM) 2013-2025 under the 5th Shift is developed to ensure high performance leadership is placed in every school in Malaysia and this is in line with Initiative # 87 in PPPM: School Leaders Charter which strengthens the strategic approach to ensure high performing leaders are placed in each Malaysian school under the Ministry of Education Malaysia through the School Leadership Enhancement Program (*Program Pelonjakan Kepimpinan Sekolah*). In this regard, the purpose of the study is to identify the effectiveness of the Follow-Up Follow-Through (FUFT) School Leadership Enhancement Intervention Program (*Intervensi Pelonjakan Kepimpinan Sekolah*) towards the personality and leadership of principals in low-performing schools (SBR) in Malaysia. The research was conducted using a survey approach where the sample was selected from the population using random sampling method which involved 27 principals of the 2017 pilot cohort, 54 Senior Assistant Teachers, 135 teachers and 27 mentors. Respondents involved in this study attended a one-week face-to-face session and completed one-year consultation with three FUFT programs. The questionnaire used was the high performance educational leadership instrument that focus on personality constructs and the Malaysian Education Quality Standards wave 2 (SKPM g2) instrument which was modified to focus on the elements of leadership. Findings indicate that the FUFT intervention has had a positive impact on the personality and leadership of principals. The findings of this study also justified the effectiveness of the InPeKS Program, on the high-performing leadership placements that can boost school performance and student development in SBR.