

PEMBANGUNAN KERANGKA *TRANSFERABLE SKILLS* BAGI
PERLAKSANAAN PENYELIDIKAN DALAM KALANGAN
PELAJAR PASCASISWAZAH DI MALAYSIA

SRI SUMARWATI

Tesis ini dikemukakan sebagai
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ABSTRAK

Malaysia berhasrat menjadi negara maju dan berpendapatan tinggi maka keperluan sumber manusia profesional iaitu graduan pascasiswazah adalah semakin mendesak. Namun demikian, timbul isu tentang tekanan yang dihadapi pelajar dalam menjalankan penyelidikan, seperti putus asa, hilang minat, hilang keyakinan diri, tidak fokus, mengalami tekanan mental, ketandusan idea, tidak mencapai target yang diinginkan, hilang komitmen dan gagal dalam menamatkan pengajian. Terdapat



keperluan terhadap peranan *transferable skills* untuk melakukan pelbagai aktiviti, untuk mencapai sasaran dan menyelesaikan masalah yang timbul sepanjang proses penyelidikan. Oleh itu, kajian ini dilaksanakan untuk membangunkan kerangka *transferable skills* bagi pelaksanaan penyelidikan dalam kalangan pelajar pascasiswazah di Malaysia. Dalam kajian ini, pengkaji menggunakan reka bentuk penerokaan bercampur berurutan yang melibatkan kajian kualitatif dan kajian kuantitatif. Peserta temu bual iaitu seramai 11 orang pakar dan peserta kajian *Fuzzy Delphi* iaitu 13 orang pakar, yang telah dipilih menggunakan kaedah persampelan bertujuan. Sampel bagi kajian tinjauan pula iaitu seramai 483 pelajar pascasiswazah dalam bidang sains sosial dan kemanusiaan di universiti awam yang terdapat di Malaysia, telah dipilih menggunakan kaedah pensampelan rawak berlapis mengikut kadar. Dapatan kajian ini menunjukkan bahawa terdapat enam domain *transferable skills* dan 22 elemen *transferable skills*. Kajian ini mendapati bahawa pelajar Sarjana dan Doktor Falsafah memberikan tahap persetujuan yang tinggi terhadap enam domain dan 22 elemen *transferable skills*. Hasil dapatan kajian ini menunjukkan bahawa tidak terdapat perbezaan kesesuaian domain dan elemen *transferable skills* untuk menjalankan proses penyelidikan berdasarkan pelajar Sarjana dan Doktor Falsafah (*PhD*). Kajian ini juga mendapati bahawa kerangka *transferable skills* yang dibangunkan adalah sah dan boleh dipercayai untuk menjadi panduan bagi pelaksanaan penyelidikan dalam kalangan pelajar pascasiswazah di Malaysia. Oleh yang demikian, pengkaji berharap kerangka *transferable skills* yang dibangunkan melalui kajian ini dapat menjadi panduan bagi pelajar pascasiswazah untuk mencapai target yang diinginkan dan dapat menyelesaikan penyelidikan sebagaimana tempoh yang ditetapkan sehingga berjaya menamatkan pengajian.

ABSTRACT

Malaysia aims to be a developed and high-income nation and this poses a pressing need for professional human resource in postgraduates. However, there are issues on the pressures faced by students when conducting research, such as abandonment, loss of interest, discouragement, lack of focus, mental stress, insufficient ideas, do not

accomplish desired goal, uncommitted, and failing to graduate. There is a need to have transferable skills in doing various activities to achieve targets and solve problems that may arise throughout the research process. Therefore, this study aims to develop a transferable skills framework for conducting a research among Malaysian postgraduates student. This research used exploratory mixed sequential design which involved qualitative and quantitative research. The panel interview consisted of 11 experts and Fuzzy Delphi participants consisted of 13 experts, were chosen by using the purposive sampling method. A survey sample which consisted of 483 postgraduates in social sciences and humanity at public universities in Malaysia, were chosen by using the proportionate stratified random sampling method. The research findings showed that there were six transferable skill domains and 22 transferable skill elements. The research discovered that Masters Degree and Doctor of Philosophy (PhD) students gave a high level of agreement towards the six domains and the 22 elements of transferable skills. It was found that there were no difference in suitability of domains and transferable skill elements in conducting research process by masters and PhD students. The research findings also showed that the developed transferable skills framework was a valid and credible guide to conduct research among postgraduates in Malaysia. Therefore, the research hoped that the transferable skills framework developed in this research can be a guide for postgraduates to achieve their desired goals and complete their research in due time until they graduate.

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SENARAI SIMBOL DAN SINGKATAN

| | | |
|---------------|---|---|
| <i>PhD</i> | - | <i>Doctor of Philoshophy</i> |
| RMK-11 | - | Rancangan Malaysia Kesebelas |
| PSPTN | - | Pelan Strategik Pengajian Tinggi Negara |
| PPT | - | Pemberi Pendidikan Tinggi |
| <i>et al.</i> | - | <i>and others</i> |
| UMK | - | Universiti Malaysia Kelantan |
| UIAM | - | Universiti Islam Antarabangsa Malaysia |
| UniMAS | - | Universiti Malaysia Sarawak |
| UTHM | - | Universiti Tun Hussein Onn Malaysia |
| UM | - | Universiti Malaya |
| UKM | - | Universiti Kebangsaan Malaysia |
| UPM | - | Universiti Putra Malaysia |
| USM | - | Universiti Sains Malaysia |
| UTM | - | Universiti Teknologi Malaysia |
| UUM | - | Universiti Utara Malaysia |
| UMS | - | Universiti Malaysia Sabah |
| UPSI | - | Universiti Pendidikan Sultan Idris |
| USIM | - | Universiti Sains Islam Malaysia |
| UiTM | - | Universiti Teknologi Mara |
| UMT | - | Universiti Malaysia Terengganu |
| UniSZA | - | Universiti Sultan Zainal Abidin |
| n_r | - | Jumlah sampel |
| N_r | - | Jumlah populasi di setiap institusi |
| N | - | Jumlah populasi keseluruhan |
| n | - | Jumlah keseluruhan sampel kajian |
| d | - | <i>Threshold value</i> |

| | | |
|---------------------|---|---|
| <i>PT-MEA CORR.</i> | - | <i>Point Measure Correlation</i> |
| <i>MNSQ</i> | - | <i>Mean Square</i> |
| <i>PCA</i> | - | <i>Principal Component Analysis</i> |
| <i>DIF</i> | - | <i>Differential Item Functioning</i> |
| PT | - | Pakar temu bual |
| Pr | | Profesor |
| PM | | Profesor Madya |
| % | - | Peratusan |
| UK | - | United Kingdom |
| <i>ICT</i> | - | <i>Information and Communication Technology</i> |
| > | - | Lebih dari |
| ≤ | - | Kurang dari atau sama dengan |
| α | - | Alpha |
| <i>K</i> | - | Nilai pekali persetujuan <i>Cohen's Kappa</i> |
| <i>Fa</i> | - | Total nilai persetujuan |
| <i>Fc</i> | - | 50% daripada jangkauan persetujuan |
| N | - | Unit transkripsi |
| KMBK | - | Kemahiran membaca kritikal |
| KMNK | - | Kemahiran menulis kritikal |
| KPBR | - | Kemahiran Pembelajaran Berdikari |
| KPD | - | Kemahiran Pembangunan Diri |
| KAP | - | Kemahiran Asas Personaliti |
| KMI | - | Kemahiran Membuat Inferens |
| KRBP | - | Kemahiran Reka Bentuk Penyelidikan |
| KMEP | - | Kemahiran Moral dan Etika Profesional |
| KI3 | - | Kemahiran Integriti |
| KBKF | - | Kemahiran Berfikir Kreatif |

| | | |
|------|---|-------------------------------|
| KBKS | - | Kemahiran Berfikir Kritis |
| KBS | - | Kemahiran Berfikir Sintesis |
| KBA1 | - | Kemahiran Berfikir Analitis |
| KIS | - | Kemahiran Interaksi Sosial |
| KK | - | Kemahiran Komunikasi |
| KBH | - | Kemahiran Bahasa |
| KMH | - | Kemahiran Memberi Hujah |
| KPB | - | Kemahiran Pembentangan |
| KPRC | - | Kemahiran Perancangan |
| KPP | - | Kemahiran Pengurusan Peribadi |
| KPMT | - | Kemahiran Pengurusan Maklumat |
| KPMS | - | Kemahiran Pengurusan masa |



PTTA UTHM
 PERPUSTAKAAN TUNKU TUN AMINAH

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