

**KEBERKESANAN MODUL ASAS KEUSAHAWANAN BERCIRIKAN
STRATEGI PEMBELAJARAN MASTERI TERHADAP
PELAJAR ORANG ASLI**

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PENGAKUAN

Saya akui karya ini adalah hasil kerja saya sendiri kecuali nukilan dan ringkasan yang tiap-tiap satunya telah saya jelaskan sumbernya.

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PENGHARGAAN

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ABSTRAK

Kajian ini adalah berbentuk eksperimen sebenar jenis ujian pra-pos yang bertujuan mengenal pasti keberkesanan modul asas keusahawanan yang bercirikan strategi pembelajaran masteri terhadap pencapaian dan tingkah laku keusahawanan pelajar Orang Asli. Pengukuran pencapaian dalam kajian ini dilakukan dalam konteks topik-topik yang dipelajari sepanjang tempoh rawatan. Manakala tingkah laku keusahawanan diukur berdasarkan penilaian sendiri pelajar ke atas empat konstruk tingkah laku keusahawanan yang berkaitan dengan interpretasi tingkah laku pelajar untuk menceburkan diri dalam keusahawanan berdasarkan kepada ilmu asas keusahawanan yang diperoleh semasa rawatan. Dua kumpulan responden yang terlibat dalam kajian ini adalah pelajar dalam kelas sedia ada yang dibahagikan secara rawak, terdiri daripada 80 pelajar Orang Asli di dua Pusat Latihan JAKOA (Jabatan Kemajuan Orang Asli) iaitu Pusat Latihan Paya Bungor Kuantan, Pahang dan Pusat GIATMARA JAKOA Damansara Damai Sungai Buloh, Selangor. Pembahagian pelajar dalam setiap kelas adalah secara rawak yang ditentukan oleh pihak pentadbir pusat latihan itu sendiri. Seramai 40 responden berada dalam kumpulan eksperimen (Pembelajaran Masteri-PM) manakala 40 responden dalam kumpulan kawalan (Pembelajaran Tradisional-PT). Instrumen yang digunakan dalam kajian ini adalah terdiri daripada set ujian, soal selidik dan soalan temu bual berstruktur. Analisis data dilakukan dengan menggunakan statistik deskriptif dan inferensi, seperti ujian-t sampel bebas, ANCOVA, MANOVA dan MANCOVA. Dapatan kajian menunjukkan bahawa kumpulan PM memperoleh tahap pencapaian (*effect size*=0.56) dan perubahan tingkah laku keusahawanan (*effect size*=0.2) yang lebih tinggi berbanding kumpulan PT. Penggunaan strategi PM didapati berkesan terhadap perubahan tingkah laku pelajar berdasarkan data pemerhatian dan temu bual yang dijalankan. Kumpulan PM menunjukkan persepsi yang lebih positif terhadap peningkatan dan perubahan tingkah laku keusahawanan dalam kursus asas keusahawanan berbanding kumpulan PT. Kajian ini memberi implikasi terhadap amalan pendekatan pengajaran dan pembelajaran kursus asas keusahawanan di pusat latihan kemahiran di bawah kelolaan JAKOA. Oleh yang demikian inovasi dalam strategi pengajaran dan pembelajaran terhadap pelajar minoriti harus diberi perhatian. Ianya seiring dengan keperluan dalam pembangunan modal insan untuk melahirkan individu yang berkeupayaan memajukan diri dan menjadikan kehidupannya lebih berkualiti.

THE EFFECTIVENESS OF A MODULE ENTREPRENEURSHIP BASED ON MASTERY LEARNING STRATEGIES FOR ORANG ASLI STUDENTS

ABSTRACT

A true experimental design (pretest-posttest control group) was implemented to investigate the effectiveness of MLS on students' knowledge acquisition (achievement) and entrepreneurial behavior as compared to the traditional learning approach (TLA) among aboriginal (*Orang Asli*) students. Measurements of knowledge acquisition and entrepreneurial behavior in this study was conducted in the context of the topics learned throughout the treatment. Entrepreneurial behavior were measured by student self-assessment based on the four constructs of entrepreneurial behavior. It's related to interpretation of the behavior of students to participate in entrepreneurship based on basic entrepreneurial knowledge acquired during treatment. A true experimental pretest-posttest, was conducted in two JAKOA Training Centres using a module for basic entrepreneurial education. A total of 80 respondents were involved in this study was randomly divided by the administration's of training center. Instead that, two methods of instruction were used; the experimental group ($n=40$) was exposed to basic entrepreneurial knowledge using a mastery learning strategy (MLS), while the control group ($n=40$) used a traditional learning approach (TLA). The instrument used in this study is composed of a set of tests, questionnaires and structured interview questions. Data was analyzed using descriptive and inferential statistics, such as T-test independent sample, ANCOVA, MANOVA and MANCOVA. The results showed using MLS significantly increased acquisition of entrepreneurship knowledge (effect size=0.56) and entrepreneurial behavior (effect size=0.2) of aboriginal students compared to TLA. Based on observations and interviews data reveals, that MLS can provide a positive impact on entrepreneurial behavior among aboriginal students compared TLA. MLS group showed a more positive perception of improvement and behavioral change after attending the basic course of entrepreneurial. The implication of MLS in this study is appropriate for teaching, promoting learning, and conducting research among *Orang Asli* students. It is in line with the requirements of the development of human capital to produce individuals who are able to develop themselves and make a better quality of life.

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SENARAI SINGKATAN

ABM	Alat Bantu Mengajar
ACCI	<i>Australian Chamber of Commerce and Industry</i>
AMaLM	<i>Algebraic Mastery Learning Module</i>
ANCOVA	<i>Analysis of Covariance</i>
ANOVA	<i>Univariate analysis</i>
BCA	<i>The Business Council of Australia</i>
CCL	<i>Computer Assisted Cooperative Learning</i>
CML	<i>Computer Assisted Mastery Learning</i>
D	Indeks Kesukaran
F	Indeks Fasiliti
FRGS	Skim Geran Penyelidikan Fundamental
GIATMARA	Pusat Latihan Kemahiran Majlis Amanah Rakyat
IKBN	Institut Kemahiran Belia Negara
IKM	Institut Kemahiran Mara
ILP	Institut Latihan Perindustrian
IPG	Institusi Perguruan
IPT	Institusi Pengajian Tinggi
IPTA	Institusi Pengajian Tinggi Awam
IPTA	Institut Pengajian Tinggi Awam
JAKOA	Jabatan Kemajuan Orang Asli
JDRP	<i>Joint Dissemination Review Panel</i>
JPK	Jabatan Pembangunan Kemahiran
KDNK	Keluaran Dalam Negara Kasar
KHB	Kemahiran Hidup Bersepadu
KPM	Kementerian Pelajaran Malaysia
KPM	Kementerian Pelajaran Malaysia
KPTM	Kementerian Pengajian Tinggi Malaysia
KPUn	Kementerian Pembangunan Usahawan
KR-20	<i>Kuder Richardson-20</i>
LR	<i>Learning Rate</i>
LTLMath	<i>Learning to Learn Math</i>

MANOVA	<i>Multivariate Analysis of Variance Test</i>
MARA	Majlis Amanah Rakyat
MLAM	<i>Mastery Learning Assessment Model</i>
MLVK	Majlis Latihan Vokasional Kebangsaan
MPV	Mata Pelajaran Vokasional
NCSEE	<i>National Content Standards for Entrepreneurship Education</i>
OKU	Orang Kurang Upaya
P&P	Pengajaran dan Pembelajaran
PBL	<i>Problem Based Learning</i>
PCA	Analisis Komponen Utama
PKS	Perusahaan Kecil dan Sederhana
PM	Pembelajaran Masteri
PMR	Penilaian Menengah Rendah
PMS	Penyelesaian Masalah
PMT	Pembentukan Matlamat
PR	Perancangan
PROSPER	Projek Usahawan Bumiputera dalam Bidang Peruncitan
PT	Pembelajaran Tradisional
PTFK	Pengetahuan Tentang Fungsi Kerjaya
QSR NVivo	<i>Qualitative Research Software</i>
RMK-10	Rancangan Malaysia Ke-10
RMK-7	Rancangan Malaysia Ke-7
RMK-9	Rancangan Malaysia Ke-9
RP	Rancangan Pengajaran
RRJP3	Rangka Rancangan Jangka Panjang Ketiga 2001-2010
SKM	Sijil Kemahiran Malaysia
SPM	Sijil Pelajaran Malaysia
SPSS	<i>Statistical Package for Social Sciences</i>
STPM	Sijil Tinggi Pelajaran Malaysia
SUS	Skim Usahawan Siswa
UIAM	Universiti Islam Antarabangsa Malaysia
UNIRAZAK	Universiti Tun Abdul Razak
UTM	Universiti Teknologi Malaysia

UUM	Universiti Utara Malaysia
YAA	<i>Young Achievement Australia</i>
YES	<i>Young Enterprise Scheme</i>



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