



# **BUKU PANDUAN**

## **HANDBOOK**

**Program Ijazah Tinggi**  
**(Sesi 2021/2022)**

**Postgraduate Programmes**  
**(Session 2021/2022)**

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## Program Secara Mod Campuran / Programme By Mixed Mode

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**KALENDAR AKADEMIK SESI 2021/2022**  
**ACADEMIC CALENDAR 2021/2022 SESSION**

<b>KALENDAR PENGAJIAN SESI AKADEMIK 2021/2022 (SECARA AM- PERINGKAT IJAZAH TINGGI) - PINDAAN</b>				
<b>SEMESTER I</b>				
Pendaftaran Kursus (Modul)	2 minggu	24.09.2021	-	08.10.2021
(Rujuk Jadual Pendaftaran di <a href="https://umsitsguide.um.edu.my/">https://umsitsguide.um.edu.my/</a> )				
Kuliah	7 minggu*	18.10.2021	-	05.12.2021
Cuti Pertengahan Semester I	1 minggu	06.12.2021	-	12.12.2021
Kuliah	7 minggu*	13.12.2021	-	30.01.2022
Minggu Ulangkaji	1 minggu*	31.01.2022	-	06.02.2022
Peperiksaan Akhir Semester I	2 minggu	07.02.2022	-	20.02.2022
Cuti Semester	3 minggu	21.02.2022	-	13.03.2022
	<u>23 minggu</u>			
<b>SEMESTER II</b>				
Pendaftaran Kursus (Modul)	2 minggu	18.02.2022	-	04.03.2022
(Rujuk Jadual Pendaftaran di <a href="https://umsitsguide.um.edu.my/">https://umsitsguide.um.edu.my/</a> )				
Kuliah	7 minggu*	14.03.2022	-	01.05.2022
Cuti Pertengahan Semester II	1 minggu*	02.05.2022	-	08.05.2022
Kuliah	7 minggu*	09.05.2022	-	26.06.2022
Minggu Ulangkaji	1 minggu	27.06.2022	-	03.07.2022
Peperiksaan Akhir Semester II	2 minggu*	04.07.2022	-	17.07.2022
	<u>20 minggu</u>			
<b>CUTI TAHUNAN</b>				
Cuti	9 minggu*	18.07.2022	-	18.09.2022
<b>SEMESTER KHAS</b>				
Pendaftaran Kursus (Modul)	1 minggu	01.07.2022	-	08.07.2022
Kuliah	7 minggu*	18.07.2022	-	04.09.2022
Peperiksaan Akhir Semester Khas	1 minggu	05.09.2022	-	11.09.2022
Cuti	1 minggu*	12.09.2022	-	18.09.2022
	<u>10 minggu</u>			

\* Kalender Akademik telah mengambil kira cuti umum dan cuti perayaan

Hari Kebangsaan (31 Ogos 2021)  
Hari Malaysia (16 September 2021)  
Maulidur Rasul (19 Oktober 2021)  
Deepavali (4 November 2021)  
Hari Krismas (25 Disember 2021)  
Cuti Tahun Baharu (1 Januari 2022)  
Hari Thaipusam (18 Januari 2022)  
Hari Wilayah (1 Februari 2022)

Tahun Baharu Cina (1 & 2 Februari 2022)  
Nuzul Al-Quran (19 April 2022)  
Hari Pekerja (1 Mei 2022)  
Hari Raya Aidilfitri (2 & 3 Mei 2022)  
Hari Wesak (15 Mei 2022)  
Hari Keputeraan Agong (6 Jun 2022)  
Hari Raya Aidiladha (9 Julai 2022)  
Awal Muharam (30 Julai 2022)  
Hari Kebangsaan (31 Ogos 2022)

**VISI UNIVERSITI MALAYA**

Universiti bertaraf global yang memberi impak pada dunia

**VISION OF THE UNIVERSITI MALAYA**

*A global university impacting the world.*

**MISI UNIVERSITI MALAYA**

Melangkaui batasan ilmu dan membentuk pemimpin beraspirasi

**MISSION OF THE UNIVERSITI MALAYA**

*Pushing the boundaries of knowledge and nurturing aspiring leaders.*

Untuk mencapai visi dan misi ini, Fakulti telah mengenal pasti objektif yang berikut:

- Untuk menghasilkan guru yang cekap bagi sekolah dan institusi pendidikan lain.
- Untuk menghasilkan pakar dalam semua bidang pendidikan dan pembangunan manusia.
- Menjadi pusat pengajian pasca ijazah dan pembangunan manusia.
- Menjadi pusat inovasi, penyelidikan asas dan aplikasinya dalam semua bidang pendidikan dan pembangunan manusia.
- Menjadi pusat latihan dan perundingan dalam bidang pendidikan dan pembelajaran untuk organisasi dan institusi.

*To achieve this vision and mission, the faculty has identified the following general objectives:*

- *To produce competent teachers for schools and other educational institutions.*
- *To produce experts in all areas of education and human development.*
- *To become a postgraduate centre in education and human development.*
- *To become a centre of innovation in basic and applied research in all areas of education and human development.*
- *To become the centre of training and consultation in the field of education for organizations and institutions*

*Nilai-Nilai Teras Universiti Malaya adalah:*

*Core Values of the Universiti Malaya are:*



PASSION Kesungguhan	ONENESS Perpaduan	INTEGRITY Integriti	SINCERITY Keikhlasan	EMPATHY Empati
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**KATA ALUAN DEKAN**  
**DEAN'S MESSAGE**



Arabic calligraphy in black ink on a white background, reading 'Bismillah ar-Rahman ar-Rahim' (In the name of Allah, the Most Gracious, the Most Merciful).

Dengan rasa bangga dan besar hati saya ingin mengalu-alukan kedatangan semua pelajar baru bagi sesi Tahun Akademik 2021/2022. Tahniah dan terima kasih kerana memilih Fakulti Pendidikan, Universiti Malaya sebagai pilihan utama untuk melanjutkan pelajaran. Fakulti yang terulung ini bukan sahaja telah mencipta nama di peringkat nasional bahkan juga di peringkat antarabangsa.

Seiring dengan pencapaian Universiti Malaya, Fakulti Pendidikan juga telah berjaya meningkatkan tarafnya dengan tersenarai sebagai salah satu daripada 100 Fakulti Pendidikan terbaik di dunia. Pencapaian ini tidak tiba dalam sekilip mata tetapi adalah berasaskan daya usaha dan keprihatinan daripada setiap ahli fakulti serta para pelajar. Dengan usia hampir 60 tahun, Fakulti Pendidikan terus unggul dengan kejayaan menghasilkan kira-kira 20,000 graduan cemerlang.

Program akademik yang ditawarkan oleh fakulti bukan hanya menyediakan pelajar dengan ilmu intelektual dan kemahiran semata-mata tetapi turut menghubungkan teori dan amalan bagi mempersiapkan pelajar untuk menempuh alam pekerjaan dalam dunia sebenar. Sehingga kini, graduan kami tidak hanya menyerlah dalam industri tempatan malah turut menyinari di persada antarabangsa.

Dalam meraikan kejayaan ini, sesi akademik kali ini merupakan suatu sesi yang mencabar. Dunia dilanda pandemik Covid 19 dan kita terpaksa menyesuaikan diri dengan norma baharu. Keadaan ini secara langsung mempengaruhi cara pengajaran dan pembelajaran termasuk cara menjalankan penyelidikan. Anggaplah norma baharu ini suatu anjakan paradigm kearah pengajaran dan pembelajaran yang lebih efektif sealiran dengan kehendak semasa. Justeru, Fakulti Pendidikan sentiasa mengambil langkah-langkah sewajarnya dalam memastikan pengajaran anda semua tidak terjejas dalam menghasilkan graduan yang berkualiti.

Akhir kata, untuk memastikan kecemerlangan yang mapan, misi dan visi fakulti haruslah didukung ke arah hala tuju yang hendak dicapai. Perancangan disusun dengan teliti untuk generasi akan datang.

Salam hormat dan selamat maju jaya!

**'LANGKAH KECEMERLANGAN PENDIDIKAN ANDA BERMULA DI SINI'**

**PROFESOR MADYA DR. ZAWAWI BIN ISMAIL**  
**DEKAN**  
**FAKULTI PENDIDIKAN**  
**UNIVERSITI MALAYA**

## **DEAN'S MESSAGE**



*It is my pleasure and honour to welcome all new students to the 2021/2022 Academic Year. Congratulations and thank you for making the Faculty of Education, Universiti Malaya your preferred choice. This established Faculty has made its mark not only nationally but also internationally.*

*In line with the achievements of the Universiti Malaya, the Faculty of Education has also been able to raise its standards to become one of the top 100 education faculties in the world. This success did not happen overnight but is based on years of toil by faculty members and students. Being almost 60 years of age, the faculty has continued to perform and has succeeded in producing more than 20 000 outstanding graduates.*

*Our academic programmes do not only provide students with knowledge and skills, but also develop them to link theory to practice for better preparation for real life situations in the workforce. To date, our graduates are successful locally and have shone internationally as well.*

*As much as we take pride in such success, we face a great challenge in this particular academic session. The world is currently facing the Covid 19 pandemic and there is a need to practice new normals. It has indirectly affected teaching, learning and research. Do perceive these new normals as a paradigm shift towards more effective teaching and learning in tandem with current trends. Thus, the Faculty understands that it needs to consider the latest challenges. Hence the Faculty will always take appropriate steps to ensure that your studies will not be disrupted in line with our aim of producing quality graduates.*

*Lastly, to ensure sustained excellence, it is essential to uphold the University's and Faculty's missions and visions as we proceed with careful planning for future generations.*

*Regards and all the best for your success!*

**'YOUR JOURNEY TO EXCELLENCE IN EDUCATION BEGINS HERE'**

**ASSOCIATE PROFESSOR DR. ZAWAWI BIN ISMAIL  
DEAN  
FACULTY OF EDUCATION  
UNIVERSITI MALAYA**

## **UNIVERSITI MALAYA**

**Universiti Malaya (UM)** merupakan universiti pertama yang ditubuhkan di Persekutuan Tanah Melayu (Malaya) pada 8 Oktober 1949 dari gabungan *King Edward VII College of Medicine* (1905) dan *Raffles College* (1928). Penubuhannya menjadi pemicu kepada kemajuan pendidikan di Tanah Melayu pada ketika itu sehingga tertubuhnya dua cawangan autonomi yang terletak di Singapura dan Kuala Lumpur pada tahun 1956. Dalam usaha memperkuuhkan pendidikan tinggi di kedua-dua negeri, status universiti cawangan perlu dinaik taraf kepada universiti kebangsaan. Oleh itu, Akta Parliment 1961 telah diluluskan dan secara rasminya Universiti Malaya di Kuala Lumpur telah diiktiraf serta mengangkat martabat kepada universiti kebangsaan pada 1 Januari 1962. Sejak itu, Malaysia (Gabungan dengan Singapura, Sabah dan Sarawak pada 1963) melalui pelbagai proses transformasi dalam dunia pendidikan. Selaras dengan ini Universiti Malaya terus melipat gandakan usahanya untuk menjadi sebuah institusi pengajian tinggi yang ternama di peringkat antarabangsa dalam penyelidikan, inovasi, penerbitan dan pengajaran.

*The Universiti Malaya (UM) was the first university established in Malaya on 8<sup>th</sup> October 1949 with the merger of the King Edward VII College of Medicine (established in 1905) and the Raffles College (established in 1928). Its establishment accelerated the advancement of education in Malaya and led to the founding of two autonomous branches in Singapore and Kuala Lumpur in 1956. In order to enhance higher education in both countries, there was a need to upgrade the branches to national university status. Thus, with the passing of the Parliament Act in 1961, the Universiti Malaya, Kuala Lumpur was officially recognized as a national university on 1<sup>st</sup> January 1962. Since then, Malaysia (Joining of Singapore, Sabah and Sarawak in 1963) has undergone a myriad of educational transformations. In line with this, the Universiti Malaya has continually stepped up efforts of becoming an internationally renowned institution of higher learning in research, innovation, publication and teaching.*

Bagi menjayakan wawasan murni ini, Universiti Malaya disokong oleh hospital penyelidikan terbesar dan pertama di Malaysia iaitu Pusat Perubatan Universiti Malaya (PPUM), dua akademi, dua belas fakulti, empat institut dan tiga pusat akademik yang bersifat menyeluruh merangkumi bidang perubatan, sains, teknologi serta sains sosial dan sains kemasyarakatan. Selain daripada itu, dalam usaha menyumbang kepada perkembangan ilmu, Universiti Malaya telah mewujudkan enam Kluster Penyelidikan. Penubuhan kluster ini menawarkan penyelesaian dan penemuan terbaharu dalam pelbagai bidang. Penekanan terhadap bidang penyelidikan diperkuuhkan dengan tertubuhnya pusat-pusat kecemerlangan di pelbagai pusat pengajaran. Pada 11 Oktober 2006, Universiti Malaya telah diiktiraf oleh Jemaah Menteri sebagai salah satu dari lima universiti awam sebagai universiti penyelidikan. Pada 26 Januari 2012 pula, Universiti Malaya telah diberikan status autonomi oleh Kementerian Pengajian Tinggi (kini dikenali Kementerian Pendidikan Tinggi). Di atas kejayaan Universiti Malaya dalam pengurusan penyelidikan, proses audit *Malaysian Research Assessment Instrument II* (MyRA II), Kementerian Pendidikan Tinggi ke atas Universiti Penyelidikan telah meletakkan Universiti Malaya sebagai ‘the Best Research University in Malaysia with the Highest Marks’ pada 1 Disember 2013.

*To achieve this vision, the Universiti Malaya is supported by the Universiti Malaya Medical Centre (UMMC), the biggest and the first research teaching hospital in Malaysia, two academies, twelve faculties, four institutes and three centers that comprehensively encompass medicine, science, technology, the social sciences and the humanities. In addition, six research clusters have also been established to place the University at the forefront of new knowledge and discoveries. Furthermore, the Universiti Malaya continues to place heavy emphasis on research through the establishment of centers of excellence. On 11<sup>th</sup> October 2006, the Universiti Malaya was recognized by the Ministers' Council as a research university among the five public universities. On 26<sup>th</sup> January 2012, the Universiti Malaya was granted autonomy status by the Ministry of Education (now known as the Ministry of Higher Education). The success of the Universiti Malaya in research management, was captured through the audit process based upon the Malaysian Research Assessment Instrument II (MyRA II) by the Ministry of Higher Education. The Universiti Malaya was found to be the 'Best Research University in Malaysia with the Highest Marks' on 1 December 2013.*

Dengan menjadikan aspirasi nasional sebagai pegangan, Universiti Malaya terus memperkuuhkan kedudukannya dalam dunia akademik di peringkat nasional mahupun antarabangsa. UM berada pada kedudukan ke-114 di dunia bagi *QS World University Ranking 2018* dan di tangga ke-27 bagi *QS Asian University Rankings 2016*. UM juga merupakan satu-satunya universiti di Malaysia yang tersenarai dalam kalangan 400 universiti terbaik dunia (*Academic Ranking of World Universities*) oleh *Shanghai Jiao Tong, China*. Pencapaian ini menobatkan Universiti Malaya sebagai universiti terbaik di Malaysia. Pada 6 Mei 2014, Universiti Malaya menerima pengiktirafan di peringkat antarabangsa sebagai satu-satunya institusi pengajian tinggi di Malaysia yang mendapat penarafan 5 bintang oleh *QS Stars Ratings*. Universiti Malaya juga telah diiktiraf sebagai Universiti Pilihan oleh *Reader's Digest Trusted Brand* selama 10 tahun berturut-turut sejak tahun 2007 hingga 2016. Dengan rekod tersebut, UM telah dianugerahkan Anugerah Platinum dalam Kategori Universiti Awam pada 27 Mei 2014. Pengajaran, penyelidikan, penerbitan, inovasi dan komersialisasi menjadi tunjang usaha Universiti Malaya menyumbang kepada dunia akademik dan masyarakat.

*With the nation's aspirations as its guide, the Universiti Malaya continues to strengthen its status in the academic world, both within the country and internationally. It has been ranked 114<sup>th</sup> in the 2018 QS World University Ranking and 27<sup>th</sup> in the 2016 QS Asian University Ranking. The Universiti Malaya is also the only university in Malaysia listed in the top 500 Academic Ranking of World Universities by Shanghai Jiao Tong, China. These accomplishments have endorsed the Universiti Malaya as the best university in Malaysia. On 6<sup>th</sup> May 2014, another international recognition was achieved when the Universiti Malaya became the only institution of higher learning in the country to be awarded a 5 star rating by the QS Stars Ratings. The Universiti Malaya has also been named as a University of Choice by the Reader's Digest Trusted Brand for ten consecutive years from 2007 until 2016. With that record, the Universiti Malaya was awarded the Platinum Award for the Public University Category on 27 May 2014. The thrust of the university's contribution to academia as well as society is through teaching, research, publication, innovation and commercialization.*

Seiring dengan universiti-universiti antarabangsa, Universiti Malaya menjalankan usahasama dengan institut penyelidikan dan universiti terkemuka dari 71 buah negara. Di antara universiti terkemuka dunia yang menjalankan kerjasama secara aktif dengan Universiti Malaya adalah:

University of Cambridge	Beijing Foreign Studies University
Harvard University	Tsinghua University
Kyoto University	National University of Singapore
University of Sydney	National Taiwan University
Queen Mary, University of London	Yale University
Queen's University, Belfast	University of Hyderabad

Sehingga kini, UM telah melantik empat Felo Nobel dan dua Profesor Ulung sebagai ahli Majlis Penasihat HIR. Mereka terdiri daripada Felo Nobel Profesor Barry Marshall (Psikologi atau Perubatan), Felo Nobel Profesor Ryoji Noyori (Kimia), Felo Nobel Profesor David Baltimore (Psikologi atau Perubatan), Felo Nobel Sir Dr. Richard Roberts (Psikologi atau Perubatan), Profesor Ulung Rita Colwell (University of Maryland, USA) dan Profesor Ulung Wong Chi-Huey (Academia Sinica, Taiwan).

*To date, UM has appointed four Nobel Fellows and two Distinguished Fellows as members of the UM HIR Advisory Council. They are Nobel Fellow Professor Barry Marshall (Physiology or Medicine), Nobel Fellow Professor Ryoji Noyori (Chemistry), Nobel Fellow Professor David Baltimore (Physiology or Medicine), Nobel Fellow Sir Richard Roberts (Physiology or Medicine), Distinguished Professor Rita Colwell (University of Maryland, USA) and Distinguished Professor Wong Chi-Huey (Academia Sinica, Taiwan).*

*Universiti Malaya High Impact Research (UM HIR)* telah ditubuhkan pada Februari 2010 dan telah diperuntukkan sejumlah RM10 juta dana dalaman UM bagi menggalakkan penyelidikan fundamental yang mensasarkan penerbitan Tier 1 ISI/WoS. Menyedari kepentingan UM sebagai institusi penyelidikan terkemuka negara, Kementerian Pengajian Tinggi (KPT) telah meluluskan peruntukan berjumlah RM590 juta untuk Program UM-MoHE HIR bagi tempoh 5 tahun bermula Ogos 2011 sehingga Jun 2016.

*Another landmark was in February 2010 when the University established the 'Universiti Malaya High Impact Research (UM HIR)' and provided RM10 million from its internal funds to promote fundamental research which will lead to Tier 1 ISI/WoS publications. Recognizing the importance of UM as a premier research institution in the country, the Ministry of Higher Education (MoHE) allocated RM590 million for the UM-MoHE HIR programme for a period of 5 years from August 2011 until June 2016.*

*In keeping the university on par with international universities, the Universiti Malaya has collaborated with renowned research institutes and universities from 71 countries. Some of its active global partners are:*

University of Cambridge	Beijing Foreign Studies University
Harvard University	Tsinghua University
Kyoto University	National University of Singapore
University of Sydney	National Taiwan University
Queen Mary, University of London	Yale University
Queen's University, Belfast	University of Hyderabad

Bagi memastikan kurikulum yang disediakan menepati kehendak serta keperluan nasional dan antarabangsa, Universiti Malaya telah berjaya memperolehi akreditasi daripada pelbagai institusi dan badan profesional antarabangsa. Antaranya Washington Accord, Institution of Chemical Engineers UK, Royal Institution of Chartered Surveyors (RICS), Association of Building Engineers, Royal Institute of British Architects (RIBA), The Association of Chartered Certified Accountants, The Chartered Institute of Management Accountants, Institute of Chartered Accountants England and Wales, Certified Practicing Accountants of Australia, SMBG-Eduniversal France, Royal College of Surgeons of England UK, Institute of Physics & Engineering in Medicine UK, Association of MBA, UK dan banyak lagi untuk memastikan kurikulum universiti memenuhi keperluan kebangsaan dan antarabangsa, dan ini menunjukkan program kita adalah relevan secara global.

*The Universiti Malaya has attained accreditations from many institutions and professional bodies, such as Washington Accord, Institution of Chemical Engineers UK, Royal Institution of Chartered Surveyors (RICS), Association of Building Engineers, Royal Institute of British Architects (RIBA), The Association of Chartered Certified Accountants, The Chartered Institute of Management Accountants, Institute of Chartered Accountants England and Wales, Certified Practicing Accountants of Australia, SMBG-Eduniversal France, Royal College of Surgeons of England UK, Institute of Physics & Engineering in Medicine UK, Association of MBA, UK and many others to ensure the university's curriculum meets national and international needs, indicating that our programmes are relevant globally.*

Sebagai universiti ulung di negara ini, Universiti Malaya berikrar untuk menerajui bidang penyelidikan dan inovasi dan mencapai kedudukan di antara 50 universiti terbaik dunia menjelang 2020.

*As the premier university in Malaysia, the Universiti Malaya is committed in leading the nation to greater heights in research and innovation and to become one of the top 50 universities in the world by 2020.*

## FAKULTI PENDIDIKAN FACULTY OF EDUCATION

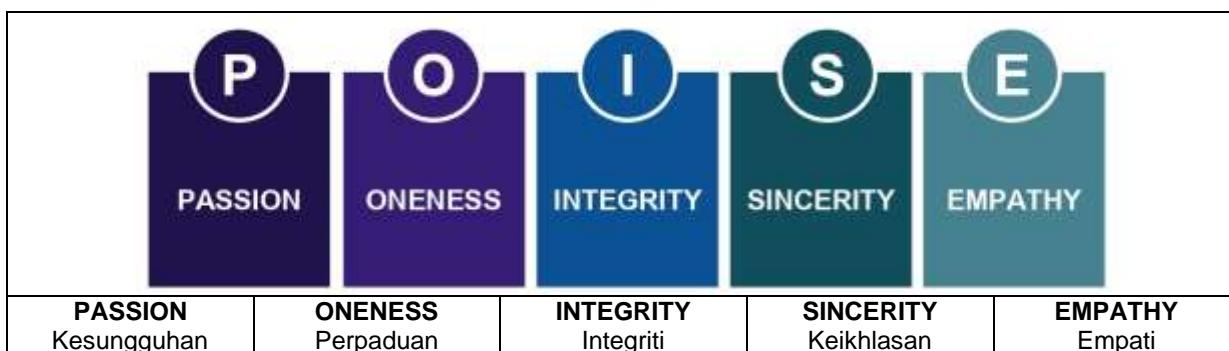
Fakulti Pendidikan ditubuhkan pada 1963, dan pada awalnya dinamakan Sekolah Pendidikan Universiti Malaya. Sekolah Pendidikan Universiti Malaya dibentuk untuk menawarkan Diploma Pendidikan, satu program pasca ijazah, bagi siswazah yang memilih profesion perguruan. Sekolah Pendidikan berkembang dengan amat pesat dan dinaikkan taraf kepada status fakulti pada bulan Julai 1965. Program Sarjana Pendidikan telah ditawarkan untuk julung kalinya selepas dua tahun kemudian, diikuti dengan penawaran program Doktor Falsafah pada tahun 1969.

*The Faculty of Education was founded in 1963 and was initially named the School of Education. The School of Education offered the postgraduate Diploma in Education to graduates who chose to enter the teaching profession. The school expanded rapidly and was upgraded to the status of faculty in July 1965. The Master of Education (M.Ed) programme was introduced for the first time two years later and this was followed by the Doctor of Philosophy (Ph.D) programme in 1969.*

Sejak penubuhannya, Fakulti Pendidikan Universiti Malaya telah berjaya melahirkan hampir 20,000 siswazah, iaitu lebih daripada 15,000 pemegang Diploma Pendidikan, lebih daripada 2,282 graduan Sarjana, dan kira-kira 3,500 dengan ijazah dasar pendidikan.

*Since its establishment, the Faculty of Education has successfully trained almost 20,000 graduates. From among them, more than 15,000 have graduated with the Diploma in Education, more than 2,282 with a Master's degree and about 3,500 with a Bachelor in Education degree.*

*Nilai-Nilai Teras Universiti Malaya adalah:  
Core Values of the Universiti Malaya are*



Fakulti Pendidikan menerima pakai peranan proaktif dalam usaha memenuhi era perubahan yang berterusan dalam bidang pendidikan. Ini termasuk penyemakan dan penelitian semula program dan kursus, penyemakan kurikulum dan instruksi untuk memasukkan, jika perlu, perubahan-perubahan yang berlaku dalam bidang pendidikan.

*The faculty is proactive in keeping pace with the ever-changing demands in the field of education. This includes the reappraisal of programmes and courses, curriculum revisions and departmental restructuring to accommodate new changes when necessary.*

Pada tahun 1970, pada dasarnya, struktur Fakulti Pendidikan adalah terdiri daripada lima bahagian yang berbeza. Bagaimanapun, oleh sebab perkembangan baru dan anjakan paradigm dalam sistem pendidikan, Fakulti Pendidikan telah melalui satu siri penstrukturran dan pembentukan semula organisasinya bagi membolehkan Fakulti ini memenuhi hasrat visi dan objektifnya. Pembentukan struktur organisasi terbaru Fakulti Pendidikan telah dilaksanakan pada tahun 2001 apabila jabatan-jabatan yang berikut ditubuhkan.

*In 1970, the structure of the faculty comprised five divisions. However, because of new developments and paradigm shifts in the educational system, the faculty had a series of restructuring and reorganization exercises to enable the faculty to realize its vision and objectives. The latest organizational restructuring was carried out in 2001 resulting in the formation of the following departments.*

- Jabatan Asas Pendidikan dan Kemanusiaan  
*Department of Educational Foundations and Humanities*
- Jabatan Psikologi Pendidikan dan Kaunseling  
*Department of Educational Psychology and Counselling*
- Jabatan Pengurusan, Perancangan dan Dasar Pendidikan  
*Department of Educational Management, Planning and Policy*

- Jabatan Pendidikan Bahasa dan Literasi  
*Department of Language and Literacy Education*
- Jabatan Pendidikan Matematik dan Sains  
*Department of Mathematics and Science Education*
- Jabatan Kurikulum dan Teknologi Pengajaran  
*Department of Curriculum and Instructional Technology*

Di samping menawarkan kursus-kursus peringkat ijazah tinggi, sejak permulaan penubuhannya, Fakulti Pendidikan terlibat dalam beberapa program ijazah dasar. Salah satu daripada program ini ialah program Ijazah Sarjana Muda Sains dengan Pendidikan. Program ini dimulakan bersama dengan Fakulti Sains Universiti Malaya pada tahun 1975 bagi memenuhi permintaan yang tinggi untuk guru-guru sains dan matematik bagi peringkat sekolah menengah atas. Selain itu, program ijazah Sarjana Muda Pendidikan Islam juga telah diperkenalkan pada tahun 1982. Kursus ini ditawarkan dengan kerjasama Akademi Pengajian Islam Universiti Malaya bagi menyediakan guru-guru untuk mengajar mata pelajaran Pendidikan Islam di sekolah-sekolah menengah.

*Besides offering courses at the postgraduate level since its inception, the Faculty also conducts undergraduate programmes. Among these programmes is the Bachelor of Science with Education (B.Sc.Ed.). The programme was initiated jointly with the Faculty of Science in 1975, to meet the great demand for science and mathematics teachers at the upper secondary level. Another programme is the Bachelor of Islamic Education (B. Islamic Ed.) which was introduced in 1982. This course is conducted jointly with the Academy of Islamic Studies, Universiti Malaya, to prepare teachers to teach Islamic Studies in schools.*

Pada tahun 1980, Fakulti Pendidikan mula menawarkan program ijazah dasarnya sendiri, iaitu Sarjana Muda Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua (PBISBK). Program ini dilaksanakan dengan kerjasama Fakulti Sastera dan Sains Sosial. Satu program ijazah dasar dalam Pendidikan Awal Kanak-Kanak ditawarkan buat pertama kalinya pada tahun 1998 dan diikuti dengan satu lagi program ijazah dasar yang membawa kepada penganugerahan ijazah Sarjana Muda Kaunseling in 1997. Program Sarjana Muda Pendidikan (Pengajaran Bahasa Tamil) ditawarkan pada tahun 2000 dan pengambilan kumpulan pelajar terakhir bagi program tersebut ialah pada tahun 2004. Pada tahun 2004, Sarjana Muda Pendidikan (Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua) Pendidikan Rendah telah ditawarkan.

*In 1980, the Faculty started its own undergraduate programme the Bachelor of Education in the Teaching of English as a Second Language (B. Ed. TESL). The programme is being run in collaboration with the Faculty of Arts and Social Sciences. Other degree programmes offered by the Faculty include the Bachelor of Early Childhood Education which commenced in 1998 followed by the Bachelor of Counselling in 1997. An undergraduate program in Early Childhood Education was offered for the first time in 1998 and followed with another undergraduate program leading to the Bachelor of Counselling. Bachelor of Education (Teaching of Tamil Language) was offered in 2000 with the last intake for the programme being in 2004. In 2004, the Bachelor of Education (Teaching English as a Second Language) Primary Education was offered. Besides the above programmes, the Faculty is also involved in joint programmes with other faculties. Other programmes are the Bachelor of Education (Teaching of Tamil) conducted jointly with the Faculty of Arts and Social Sciences and the Bachelor of Language and Linguistics with Education (Chinese) conducted jointly with the Faculty of Languages and Linguistics.*

Pada masa ini program sarjana muda yang ditawarkan di Fakulti Pendidikan adalah seperti berikut:  
*Currently the Faculty offers the following undergraduate programmes:*

1. Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua  
*Bachelor of Education Teaching English as a Second Language*
2. Sarjana Muda Pendidikan Awal Kanak-Kanak  
*Bachelor of Early Childhood Education*
3. Sarjana Muda Kaunseling  
*Bachelor of Counseling*

Peranan Fakulti Pendidikan tidak terhad kepada pendidikan guru sahaja. Setiap ahli Fakulti mempunyai kepakaran tersendiri dalam bidang pendidikan, dan kebanyakan ahli akademik di Fakulti ini berkhidmat sebagai penasihat atau pakar runding kepada Kementerian Pendidikan Malaysia dan berbagai-bagai organisasi. Setengah-setengah daripada mereka bertugas rapat dengan agensi-agensi antarabangsa termasuk Bank Dunia, UNESCO, UNICEF, IBRD, RECSAM, dan RELC. Semua staf Fakulti ini terlibat secara aktif dalam penyelidikan, dan sejumlah besar kertas kerja dan artikel telah diterbitkan di kedua-dua peringkat, tempatan dan antarabangsa. Kebanyakan geran penyelidikan ditaja oleh Universiti Malaya atau agensi dalam dan luar negara.

*The Faculty's role is not limited to teacher education. Each Faculty member has his/her own area of expertise in a particular field of education and many serve as advisers or consultants to the Ministry of Education and*

*various organisations. Some members of the Faculty work closely with overseas and international agencies including the World Bank, UNESCO, UNICEF, IBRD, RESCAM and RELC. All academic staff members are actively involved in research and numerous papers and articles have been published in both local and international journals. Research by faculty members is largely sponsored by grants from the University or agencies from within and outside the country.*

Fakulti Pendidikan telah memulakan usaha ke arah misinya untuk menjadikan Fakulti ini sebagai satu pusat pendidikan ijazah tinggi dalam bidang pendidikan yang membawa kepada penganugerahan ijazah sarjana dan doktor falsafah. Fakulti berhasrat untuk mengeluarkan pendidik berijazah tinggi bagi memenuhi permintaan sistem pendidikan yang dinamik. Dengan kekuatan semasa kakitangan akademik, yang hampir kepada 100 orang, berbanding dengan jumlah staf yang tidak seberapa, iaitu hanya lima orang, pada tahun 1963, tidaklah menghairankan bahawa Fakulti mempunyai sekumpulan pakar berbakat yang boleh memberikan sumbangan yang lebih besar kepada perkembangan dalam bidang pendidikan.

*The Faculty of Education has embarked on a mission to enhance its role as a centre for higher degrees in education. The Faculty aims to produce more postgraduate educators to meet the demands of a dynamic education system. With the present academic staff strength of nearly 100 members compared to only five in 1963, the Faculty can proudly claim to have a pool of talented expertise with the ability to make greater contributions to development in the field of education.*

Fakulti Pendidikan mempunyai jumlah terbesar pelajar ijazah tinggi untuk mengikuti pengajian ijazah sarjana dan doktor falsafah di Universiti Malaya. Di antara calon, yang terdiri daripada rakyat Malaysia, terdapat calon ijazah tinggi dari luar negara seperti Libya, Thailand, Brunei, Fiji, Sri Lanka, Cook Island, Samoa, China, Afrika, dan lain-lain. Dengan kehadiran pelajar dari luar negara, pendedahan dan latihan menjadi lebih luas apabila setiap pelajar dapat berkongsi pandangan dan pengalaman lepas.

*The Faculty of Education has one of the largest number of postgraduate students pursuing either the Master or PhD degrees at the Universiti Malaya. While most of these graduate students are Malaysians, there are also postgraduate students who come from foreign countries like Indonesia, Iran, Iraq, Algeria, Libya, Thailand, Brunei, Fiji, Sri Lanka, the Cook Islands, Samoa, China and several African countries. With the presence of international students, the exposure and training received is enriching as students are able to share their diverse experiences and views.*

Fakulti Pendidikan menawarkan pelbagai pilihan dalam bidang pengajian untuk ijazah Sarjana Pendidikan. Di antaranya ialah bidang:

*The Faculty of Education offers many fields of study for the Master of Education degree. These include:*

1. Perkembangan Kurikulum  
*Curriculum Development*
2. Perancangan dan Pentadbiran  
*Planning and Administration*
3. Pendidikan Jasmani dan Kesihatan  
*Physical and Health Education*
4. Psikologi Pendidikan  
*Educational Psychology*
5. Pengukuran dan Penilaian  
*Measurement and Evaluation*
6. Pendidikan Khas  
*Special Education*
7. Pendidikan Bahasa Arab  
*Arabic Language Education*
8. Pendidikan Bahasa Inggeris sebagai Bahasa Kedua  
*English Language Education as a Second Language*
9. Pendidikan Bahasa Malaysia  
*Bahasa Malaysia Education*
10. Pendidikan Matematik  
*Mathematics Education*
11. Pendidikan Sains  
*Science Education*

12. Sosiologi Pendidikan  
*Sociology of Education*
13. Pendidikan Islam  
*Islamic Education*
14. Pendidikan Nilai dan Kemanusiaan  
*Values Education and Humanities*
15. Pendidikan Seni Visual  
*Visual Arts Education*
16. Pendidikan Awal Kanak-Kanak  
*Early Childhood Education*

Dan pengajian-pengajian bidang lain yang mungkin ditawarkan dari semasa ke semasa.  
*And other areas of study, which may be offered from time to time.*

Di samping program Sarjana Pendidikan di atas, Fakulti juga menawarkan beberapa program profesional. Di antaranya ialah:

*Besides the Master of Education programme, the Faculty also offers the following postgraduate programmes:*

1. Sarjana Kaunseling Professional  
*Master of Professional Counselling*
2. Sarjana Pengurusan Pendidikan  
*Master of Educational Management*
3. Sarjana Teknologi Pengajaran (Reka Bentuk Pengajaran)  
*Master of Instructional Technology (Instructional Design)*
4. Sarjana Pendidikan Matematik dengan Teknologi  
*Master of Mathematics Education with Technology*
5. Sarjana Pendidikan Sains dengan Teknologi Maklumat  
*Master of Science Education with Information Technology*

Fakulti Pendidikan menawarkan program Doktor Falsafah secara Penyelidikan dan juga secara Mod Campuran. Bagi Program Doktor Falsafah secara Kursus dan Penyelidikan 3 bidang ditawarkan buat masa ini adalah;  
*The Doctor of Philosophy (PhD) programme is conducted either by research in 19 areas of study, or by Mixed Mode in three areas of specialisation namely:*

1. Kurikulum dan Pengajaran  
*Curriculum and Instruction*
2. Pengurusan dan Dasar Pendidikan  
*Education Management and Policy*
3. Kaunseling  
*Counselling*

Fakulti Pendidikan turut menawarkan program Diploma Pascasiswazah Pendidikan secara kursus yang merangkumi bidang-bidang pengkhususan seperti berikut:

1. Fizik  
*Physics*
2. Kimia  
*Chemistry*
3. Biologi  
*Biology*
4. Matematik  
*Mathematics*

5. Sains Komputer  
*Computer Science*
6. Kejuruteraan  
*Engineering*
7. Pendidikan Jasmani dan Kesihatan  
*Physical and Health Education*
8. Pendidikan Islam  
*Islamic Education*
9. Pendidikan Tahfiz  
*Tahfiz Education*
10. Bahasa Malaysia  
*Malay Language*
11. Teknologi Pengajaran  
*Instructional Technology*
12. Bahasa Cina  
*Chinese Language*
13. Pendidikan Bahasa Inggeris sebagai Bahasa Kedua  
*Teaching English as a Second Language*

Dan pengajian-pengajian bidang lain yang mungkin ditawarkan dari semasa ke semasa.  
*And other areas of study, which may be offered from time to time.*

Walaupun pada asalnya bahasa pengantar pengajian kebanyakannya dilaksanakan melalui pengantar Bahasa Melayu, namun semakin banyak kursus ditawarkan melalui pengantar Bahasa Inggeris. Ini membolehkan para pelajar luar negara yang tidak fasih dalam Bahasa Melayu dapat mengikuti pengajian ijazah tinggi melalui pengantar bahasa Inggeris di Fakulti ini. Secara praktikal, semua staf akademik Fakulti Pendidikan adalah tenaga akademik dwibahasa, iaitu mereka berkompeten dalam kedua-dua Bahasa Melayu dan Inggeris. Untuk pelajar dari luar negara yang tidak menguasai Bahasa Melayu, Fakulti ini menyediakan, sebaik mungkin, tatacara pengajian khas, agar mereka dapat meneruskan pengajian kursus mereka dalam Bahasa Inggeris.

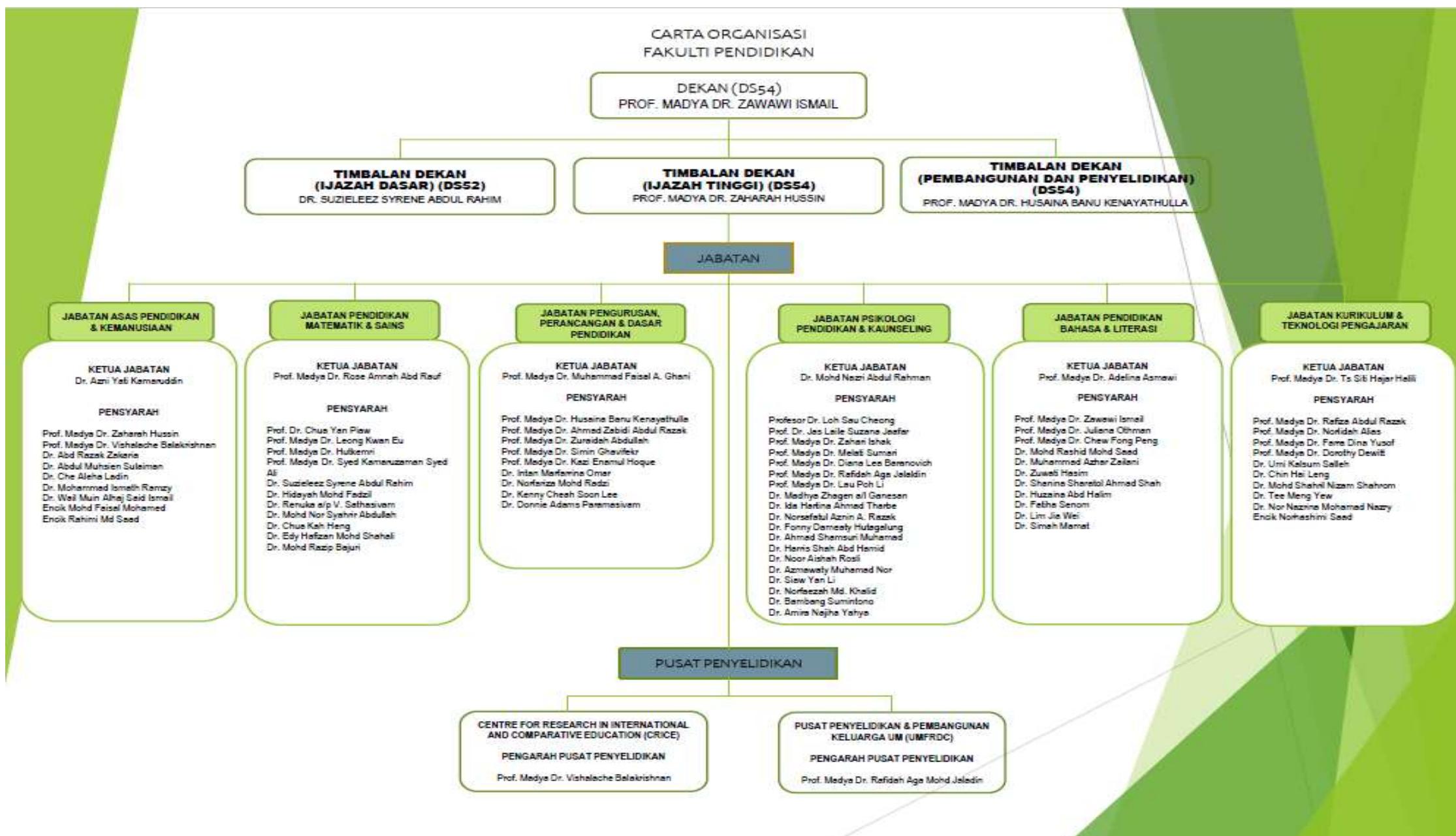
*Although the official medium of instruction for the Masters and PhD programmes is Malay, most of the courses are taught in English. This is to enable foreign students who are not proficient in the Malay language to pursue their postgraduate studies at the Faculty. In effect, all staff members are bilingual, that is, they are proficient in the Malay language as well as in English. For students from overseas who do not master the Malay language, the Faculty provides, as far as possible, special education procedures, so that they can continue their course of study in English.*

# CARTA ORGANISASI ORGANIZATION CHART

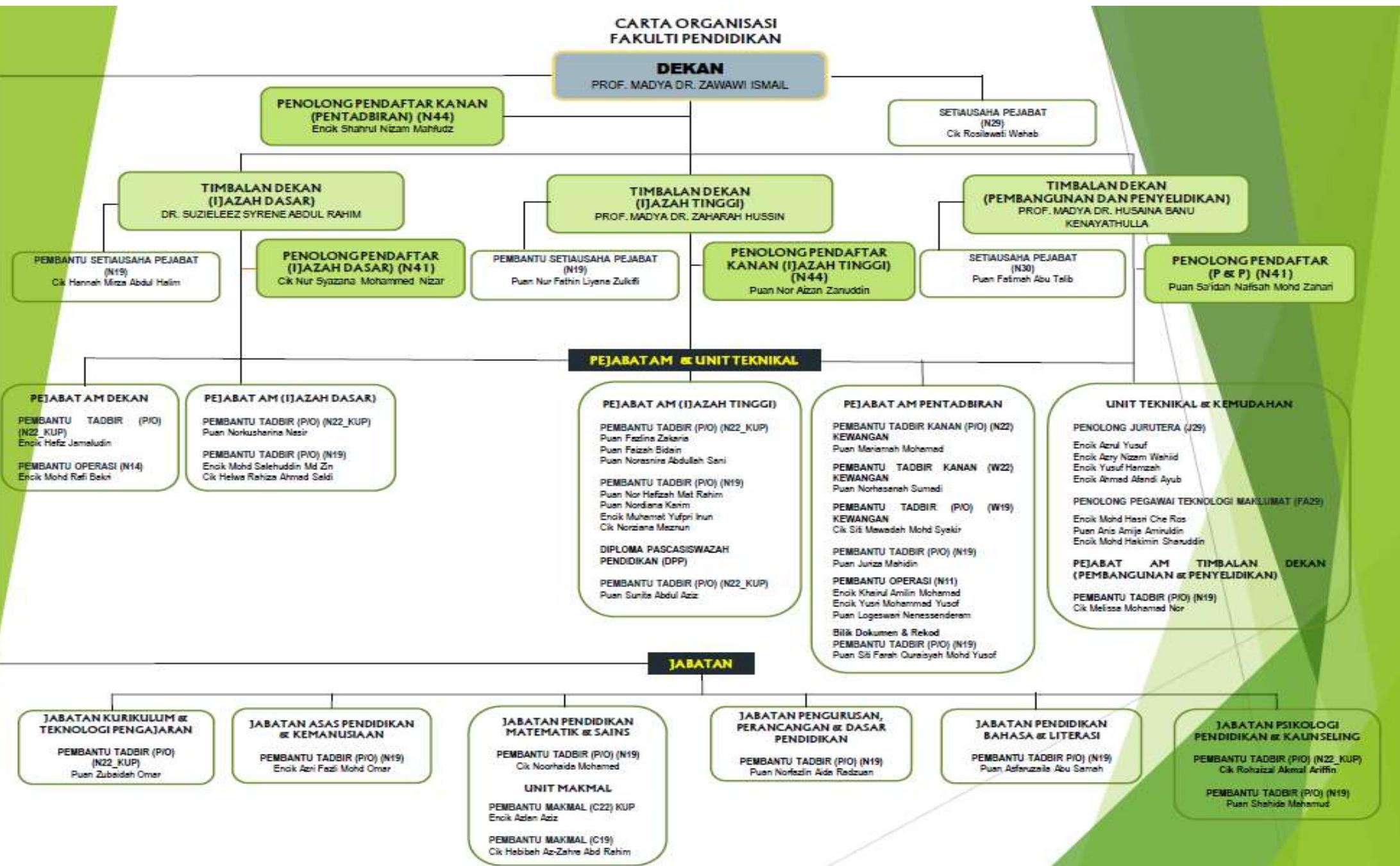
FAKULTI PENDIDIKAN UNIVERSITI MALAYA  
FACULTY OF EDUCATION UNIVERSITY OF MALAYA

# Carta Organisasi Akademik

## Fakulti Pendidikan, Universiti Malaya



# Carta Organisasi Pentadbiran Fakulti Pendidikan, Universiti Malaya



**KAKITANGAN PENTADBIRAN (PEJABAT DEKAN)**  
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Timbalan Dekan (Ijazah Tinggi) <i>Deputy Dean (Higher Degrees)</i>	: <b>Profesor Madya Dr. Zaharah Binti Hussin</b> <b>Assoc. Professor Dr. Zaharah Hussin</b> BIsEdHons, MEd(Mal), PhD(UKM)
Timbalan Dekan (Ijazah Dasar) <i>Deputy Dean (Undergraduate Degrees)</i>	: <b>Dr. Suzieleez Syrene Abdul Rahim</b> <b>Dr. Suzieleez Syrene Abdul Rahim</b> BScEd(Hons)(Mal), MEd(Mal), PhD(Western Australia)
Timbalan Dekan (Pembangunan & Penyelidikan) <i>Deputy Dean (Research &amp; Development)</i>	: <b>Prof. Madya Dr. Husaina Banu Kenayathulla</b> <b>Assoc. Professor Dr. Husaina Banu Kenayathulla</b> BAct(UIA), DipEd(UIA), MEd(Mal), MSCED(Indiana), PhD(Indiana,USA)
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**JABATAN ASAS PENDIDIKAN DAN KEMANUSIAAN**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND HUMANITIES**

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**DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION**

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**JABATAN PENDIDIKAN MATEMATIK DAN SAINS**  
**DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION**

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- Profesor Kehormat  
*Honorary Professor* : **Rohaida Mohd Saat**  
BSc(Indiana), MScEd(Indiana), PhD(UPM)
- Profesor  
*Professor* : **Chua Yan Piaw**  
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- Profesor Madya  
*Associate Professor* : **Hutkemri**  
SPd(UNRI), MEd(UKM), PhD(UKM)  
: **Leong Kwan Eu**  
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: **Rose Amnah Abd. Rauf**  
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: **Syed Kamaruzaman Syed Ali**  
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*Senior Lecturer* : **Chua Kah Heng**  
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: **Edy Hafizan Mohd Shahali**  
BEng(Hons) Biochemical Engineering(UKM), MEd(UKM), PhD(UKM)  
: **Hidayah Mohd Fadzil**  
BScEd(Mal), PhD(Mal)  
: **Mohd Nor Syahrir Abdullah**  
BSc(UKM), MEd(USM), PhD(USM)  
: **Mohd Razip Bajuri**  
BScEd. Math(UTM), MEd. Phy(UTM), PhD. Math(UKM)  
: **Renuka a/p V.Sathasivam**  
BSc(Mal), MEd(Mal), MSc(Mal), PhD(Mal)  
: **Suzieleez Syrene Abdul Rahim**  
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**JABATAN PSIKOLOGI PENDIDIKAN DAN KAUNSELING**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING**

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	:	<b>Loh Sau Cheong</b> CertEd, BEdHons(UKM), MSc, PhD(UPM)
Profesor Madya <i>Associate Professor</i>	:	<b>Lau Poh Li</b> BCouns, PhD(Mal)
	:	<b>Zahari Ishak</b> CertEd, BEdHons, MSc(UPM), PhD(Mal)
	:	<b>Melati Sumari</b> BEdHons, MEd(Mal), PhD(W Michigan)
	:	<b>Rafidah Aga Mohd Jaladin</b> CertEd(S.Australia), BScHons(UWA), MCouns(Mal), PhD(Monash)
Pensyarah Kanan <i>Senior Lecturer</i>	:	<b>Ahmad Shamsuri Muhamad</b> BCouns, MCouns, PhD(Mal)
	:	<b>Amira Najiha Yahya</b> BSc (Human Development & IT), MSc, PhD (UPM)
	:	<b>Azmawaty Mohamad Nor</b> B.Business(Property) (Melbourne), MCouns, PhD(Mal)
	:	<b>Bambang Sumintono</b> Dip. (Pendidikan Kimia) (IPB, Indonesia), BChemEdu (UT, Indonesia), MEd. (Administration)(Flinders University, Aus), PhD (Wellington University, NZ)
	:	<b>Fonny Dameaty Hutagalung</b> BPsc(UMA), MA, PhD(UKM)
	:	<b>Harris Shah Abd Hamid</b> BAHons(Guelph), MSc(UCL), PhD(Loughborough)
	:	<b>Ida Hartina Ahmed Tharbe</b> BScHons(Kent), MA(UPM), PhD(UKM)
	:	<b>Madhya Zhagan a/l Ganesan</b> B.Sp.Ed, M.Sp.Ed, PhD(UKM)
	:	<b>Mohd Nazri Abdul Rahman</b> B.Ed (Hons), M.Ed, PhD(Mal)
	:	<b>Noor Aishah Rosli</b> BHSchHons, MSc(UUM), PhD(Marquette, USA)
	:	<b>Norfaezah Md. Khalid</b> BCouns, PhD(Mal)
	:	<b>Norsafatul Aznin A. Razak</b> BCouns, PhD(Mal)
	:	<b>Siaw Yan Li</b> BSc(Human Development), MSc, PhD. (UPM)

**JABATAN KURIKULUM DAN TEKNOLOGI PENGAJARAN**  
**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY**

- Ketua  
*Head of Department* : **Siti Hajar Halili**  
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- Profesor Kehormat  
*Honorary Professor* : **Saedah Siraj**  
BAHons(UM), DipEd, MEd(UM), PhD(Pittsburgh)
- Profesor Madya  
*Associate Professor* : **Farrah Dina Yusop**  
B.Mgt.Edu(Info Tech)(Hons)(UUM), MIT(UM)(Mal), PhD(Iowa State)  
: **Dorothy Dewitt**  
BScEd(Mal), MEd(Mal), PhD(Mal)  
: **Norlidah Alias**  
BEng(Monash), MEd(Mal), PhD(Mal)  
: **Rafiza Abdul Razak**  
BEdTESL(Hons)(UKM), MEd(Mal), PhD(UIA)  
: **Siti Hajar Halili**  
BScHons(UiTM), MAEduTech(USM), PhD(USM)
- Pensyarah Kanan  
*Senior Lecturer* : **Chin Hai Leng**  
DipEd(UKM), BAHons(UKM), MMgmt(UM), PhD(UM)  
: **Mohd Shahril Nizam Shaharom**  
BScComp(UTM), Med(UTM), PhD(UM)  
: **Nor Nazrina Mohamad Nazry**  
B.Tech(Hons) (UTP), MComp (ANU), PhD (Sheffield)  
: **Tee Meng Yew**  
BSc(Kansas), BA(Kansas), MBA(Kansas), PhD(Kansas)  
: **Umi Kalsum Mohd Salleh**  
BAHons(USM), DipEd(USM), MEd(UKM), PhD(Adelaide)  
: **Norhashimi Saad**  
BIsEdHons(Mal), MAED(Warwick)

**JABATAN PENGURUSAN, PERANCANGAN DAN DASAR PENDIDIKAN**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT, PLANNING AND POLICY**

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Logeswari Nanessenderam  
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Norhafizah Mat Rahim  
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Nordiana Karim  
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Sunita Abdul Aziz

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Mohd Hasri Che Ros

**Blok C Block C**  
Mohd Hakimin Sharuddin  
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Anis Amija Amiruldin  
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**Blok E Block E**  
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Azry Nizam Wahid  
Azrul Yusuf

**Auditorium Auditorium**  
Azrul Yusuf  
Mohd Hakimin Sharuddin  
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Azlan Aziz  
Habibah Az- Zahra Abd Rahim

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**Centre for the Initiation of Talent & Industrial Training Centre (CITra)**  
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Yusuf Hamzah  
Ahmad Afandi Ayub  
Mohd Hasri Che Ros  
Mohd Hakimin Sharuddin  
Anis Amija Amiruldin

**PERATURAN-PERATURAN  
UNIVERSITI MALAYA (IJAZAH  
KEDOKTORAN) 2019  
UNIVERSITI MALAYA (DOCTORAL  
DEGREE) REGULATIONS 2019**



**PROGRAM IJAZAH DOKTOR  
FALSAFAH  
*DOCTOR OF PHILOSOPHY*  
PROGRAMMES**

**SESI/SESSION 2021/2022**

# **DOKTOR FALSAFAH SECARA PENYELIDIKAN** **DOCTOR OF PHILOSOPHY BY RESEARCH**

Program / Programme	: Doktor Falsafah / Doctor of Philosophy
Kod Program / Programme Code	: PVA
Mod Program / Programme Mode	: Penyelidikan / Research

## **KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH KEDOKTORAN) 2019** **UNIVERSITI MALAYA (DOCTORAL DEGREE) RULES 2019**

### **1. Jenis Program/ Programme Type**

Program ini adalah secara Penyelidikan sepenuhnya di mana di akhir program membawa kepada penghasilan tesis.

*This is a programme by research, which will lead to the production of a thesis.*

### **2. Syarat Kemasukan/ Admission Requirements**

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:

*The programme's admissions requirements are as follows:*

- (1) Ijazah Sarjana secara Penyelidikan; ATAU  
*Master's Degree by Research; OR*
- (2) Ijazah Sarjana secara Kerja Kursus atau Mod Campuran dengan PNGK tidak kurang daripada 3.7; ATAU  
*Master's Degree by Coursework or Mixed Mode with a CGPA of at least 3.7; OR*
- (3) Ijazah Sarjana secara Mod Kerja Kursus atau Mod Campuran dengan PNGK 2.0 hingga 3.69 dan kelayakan Ijazah Sarjana Muda dengan PNGK tidak kurang daripada 3.0; ATAU  
*Master's Degree by Coursework or Mixed mode with a CGPA between 2.0 to 3.69 and a Bachelor's Degree with a CGPA or at least 3.0 OR*
- (4) Ijazah Sarjana secara Kerja Kursus atau Mod Campuran dengan PNGK 2.0 hingga 3.69 dan kelayakan Ijazah Sarjana Muda dengan PNGK 2.5 hingga 2.99 serta memenuhi sekurang-kurangnya satu (1) daripada kriteria berikut:  
*Master's Degree by Coursework or Mixed mode with a CGPA between 2.0 to 3.69 and a Bachelor's Degree with a CGPA between 2.5 to 2.99 and fulfills at least one (1) of the following criteria:*
  - (a) Mempunyai sekurang-kurangnya tiga (3) tahun pengalaman kerja dalam bidang yang berkaitan; atau  
*Has at least three (3) years of working experience in relevant fields; or*
  - (b) Menghasilkan penerbitan dalam bidang yang berkaitan; atau  
*Has published in relevant fields; or*
  - (c) Adalah penerima biasiswa; atau  
*Is a scholarship holder; or*
  - (d) Merupakan kakitangan Agensi Kerajaan;  
*Is a Government Agency employee*
  - (e) Lulus temuduga di peringkat PTJ; atau  
*Has passed an interview by the respective department/faculty; or*
  - (f) Lulus Penilaian Khas PTJ.  
*Has passed an evaluation as deemed appropriate by the respective department/faculty*

- (5) Ijazah Sarjana secara Kerja Kursus atau Mod Campuran dengan PNGK 2.00 hingga 3.69 dan kelayakan Ijazah Sarjana Muda dengan PNGK 2.00 hingga 2.49 serta memenuhi sekurang-kurangnya dua (2) daripada kriteria berikut:  
*Master's Degree by Coursework or Mixed mode with a CGPA between 2.0 to 3.69 and a Bachelor's Degree with a CGPA between 2.5 to 2.49 and fulfills at least two (2) of the following criteria:*
- (a) Mempunyai sekurang-kurangnya lima (5) tahun pengalaman kerja dalam bidang yang berkaitan; atau  
*Has at least five (5) years of working experience in relevant fields; or*
  - (b) Menghasilkan sekurang-kurangnya satu (1) penerbitan dalam jurnal berwasit dalam bidang yang berkaitan; atau  
*Has published at least one (1) article in a refereed journal in a relevant field; or*
  - (c) Lulus temuduga di peringkat PTJ; atau  
*Has passed an interview by the respective department/faculty; or*
  - (d) Lulus Penilaian Khas PTJ.  
*Has passed an evaluation as deemed appropriate by the respective department/faculty*

**Syarat Bahasa Inggeris untuk Calon Antarabangsa**  
***English Requirements for International Candidates***

Calon yang Menulis Tesis dalam Bahasa Inggeris  
*Candidates who wish to produce a thesis in English*

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukuan oleh Senat Universiti Malaya.

*Has other equivalent qualifications recognised by the Malaysian Government and approved by the Universiti Malaya Senate*

Dan/ and

Memperolehi skor minimum band 5.5 bagi *International English Language Testing System (IELTS)(Academic)*.

*Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).*

Atau/ or

Memperolehi skor minimum sebanyak 550 (*Paper based*), skor 213 (*Computer based*) atau skor 80 (*Internet based*) bagi *Test of English as a Foreign Language (TOEFL)*

*Obtain a minimum score of 550 (Paper based), score of 213 (Computer based) or score of 80 (Internet based) for the Test of English as a Foreign Language (TOEFL)*

Atau/ or

Memperolehi Band 4 dan ke atas dalam *Malaysian University English Test (MUET)*;  
*Obtain Band 4 and above in the Malaysian University English Test (MUET);*

Atau/ or

Memperolehi skor 42 dan ke atas dalam *Pearson Test of Academic English (PTE Academic)*;

*Obtain a score of 42 and above in the Pearson Test of Academic English (PTE Academic);*

Atau/ or

Memperolehi Gred C dan ke atas untuk subjek *English* dalam *General Certificate of Education (A Level), University of Cambridge*;

*Obtain a Grade C and above in English for General Certificate of Education (A Level),*

*University of Cambridge;*

Atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: First (FCE); Obtain a Grade C and above in the Cambridge Assessment English: First (FCE);*

Atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Advanced (CAE); Obtain a Grade C and above in the Cambridge Assessment English: Advanced (CAE);*

Atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Proficiency (CPE); Obtain a Grade C and above in the Cambridge Assessment English: Proficiency (CPE).*

Calon yang Menulis Tesis dalam Bahasa Malaysia atau Bahasa Arab.

Candidates who wish to produce a thesis in Malay or Arabic.

Memperolehi skor minimum band 5.0 bagi *International English Language Testing System (IELTS)(Academic)* atau Memperolehi skor minimum sebanyak 500 bagi *Test of English as a Foreign Language (TOEFL)*

*Obtain a minimum band 5.0 for the International English Language Testing System (IELTS) (Academic) or a minimum score of 500 for the Test of English as a Foreign Language (TOEFL)*

Syarat Bahasa Malaysia untuk Calon Antarabangsa

Malay Language Requirements for International Candidates

Bagi calon bukan warganegara dikehendaki menghadiri dan lulus kursus Bahasa Malaysia yang dikehendaki oleh Universiti sebelum dianugerahkan ijazahnya.

*Non-Malaysian citizens are required to attend and pass a Malay language course as required by the University before the degree is conferred.*

### **3. Tempoh Pengajian/ Duration of Study**

Tempoh Minimum : 4 Semester Biasa  
Tempoh Maksimum : 12 Semester Biasa

*Minimum duration : 4 regular semesters  
Maximum duration : 12 regular semesters*

### **4. Bidang Penyelidikan/ Field of Research**

Fakulti Pendidikan menawarkan pelbagai bidang penyelidikan untuk Program Doktor Falsafah secara penyelidikan. Antara bidang penyelidikan tersebut termasuk:

*The Faculty of Education offers a range of research areas for the Doctoral Program. The available areas of research include:*

Pendidikan Seni / Art Education

Pendidikan Nilai / Values Education

Pendidikan Islam / Islamic Education

Sosiologi Pendidikan / Sociology of Education

Pendidikan Sains Sosial / Social Science Education

Perkembangan Kurikulum / Curriculum Development

Teknologi Pengajaran / Instructional Technology

Kurikulum dan Pengajaran / Curriculum and Instruction

Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua / Teaching English as a Second Language

Pengajaran Bahasa Arab sebagai Bahasa Kedua / *Teaching Arabic as a Second Language*  
Pendidikan Bahasa / *Language Education*  
Pendidikan Matematik / *Mathematics Education*  
Pendidikan Sains / *Science Education*  
Pendidikan Jasmani / *Physical Education*  
Perancangan dan Pentadbiran Pendidikan / *Educational Planning and Administration*  
Pengurusan Pendidikan / *Educational Management*  
Polisi dan Pengurusan Pendidikan / *Educational Policy and Management*  
Psikologi Pendidikan / *Educational Psychology*  
Pendidikan Khas / *Special Education*  
Pengukuran dan Penilaian / *Measurement and Evaluation*  
Kaunseling / *Counselling*  
Pendidikan Awal Kanak-Kanak / *Early Childhood Education*  
Kepimpinan Sekolah dan Pendidikan / *Educational and School Leadership*  
Kepimpinan Pengajaran / *Instructional Leadership*  
Kepimpinan Organisasi / *Organisational Management*  
Keberkesanan dan Penambahbaikan Sekolah / *School Effectiveness and Improvement*  
Kepimpinan Pendidikan dan Undang-Undang / *Educational Leadership and Law*  
Kepimpinan Pendidikan / *Educational Leadership*

#### 5. Matlamat Program/ *Programme Aim*

Untuk melahirkan graduan kedoktoran dalam bidang pendidikan yang berkeupayaan dari segi intelektual dan profesional yang boleh berfungsi secara efektif dalam usaha mempertingkatkan mutu akademik atau kerjaya profesional mereka dalam bidang kepakaran mereka kepada komuniti intelektual dan masyarakat tempatan dan sejagat secara luas dan kukuh, mengikut bidang pengkhususan.

*To produce intellectual, professional and capable doctorate holders in the field of education who will play effective roles in the effort to raise academic quality or personal professional careers according to their expertise within the intellectual community and local community according to fields of expertise.*

#### 6. Objektif Pendidikan Program/ *Programme Educational Objectives*

PEO1

Memajukan inovasi dalam penyelidikan dan amalan kerja  
*Develop innovation in research and practice ethics*

PEO2

Menerajui penyelidikan sebagai penyelidik dan / atau pengamal yang berkepakaran di peringkat kebangsaan dan / atau antarabangsa

*To lead research as researchers or expert practitioners at national and/or international levels.*

PEO3

Menyebarluaskan hasil penyelidikan dan / atau memberi nasihat kepakaran secara beretika dan profesional

*Disseminate research findings and/or provide ethical and professional expert consultation*

#### 7. Hasil Pembelajaran Program/ *Programme Learning Outcomes*

Di akhir program, calon dapat;

*At the end of the programme, candidates will be able to;*

Domain MQF	Hasil Pembelajaran/ <i>Learning Outcomes</i>
PLO1	Mengkonstruksi pengetahuan baru dan menyumbang kepada literatur penyelidikan dalam bidang pengkhususan yang berkait dengan profesi graduan <i>Construct new knowledge and contribute to research literature in specialized fields related to the graduate's profession</i>

PLO2	Memperkuuhkan pengetahuan dan ketrampilan teoretikal, empirical dan praktikal dalam bidang pengkhususan graduan <i>Strengthen knowledge and theoretical skills, empirical and practical, in the graduant's specialized field</i>
PLO3	Mempraktik akauntabiliti dan tanggungjawab sosial berkaitan dengan bidang pengkhususan kepada pihak-pihak tertentu khususnya masyarakat sekitar <i>Practice accountability and social responsibility related to the field of specialization to respective parties, especially the surrounding community</i>
PLO4	Penyelia pakar dalam kerja-kerja penyelidikan atau kerjaya profesional dalam bidang pengkhususan masing-masing serta dapat menyumbang kepakaran kepada komuniti intelektual kebangsaan dan sejagat <i>Be expert supervisors in research endeavours or professional careers in their respective fields of specialization as well as contribute their expertise to the national and international intellectual community.</i>
PLO5	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang pengkhususan masing-masing <i>Apply ethics and best practices in a professional manner in their respective fields of specialization</i>
PLO6	Mempamerkan nilai kepimpinan, kemahiran penyelesaian masalah secara rasional dan saintifik dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang pengkhususan berkaitan <i>Display leadership qualities, rational and scientific problem solving skills and collaborate with various parties to carry out activities in their respective field of specialization.</i>
PLO7	Memupuk budaya kesarjanaan dan budaya ilmu melalui pemikiran kritis dan kemahiran penyelidikan dalam organisasi berkaitan pengkhususan bidang masing-masing, sejajar dengan falsafah pendidikan sepanjang hayat <i>Cultivate a culture of scholarship and knowledge through critical thinking and research skills in organisations related to their respective field of specialization, in line with the philosophy of lifelong education.</i>

## 8. Struktur Program / Programme Structure

Program ini dijalankan secara penyelidikan sepenuhnya. Walaubagaimanapun calon hendaklah mengikuti dan lulus kursus kaedah penyelidikan bagi program ini. Kursus kaedah penyelidikan yang ditawarkan bagi program Doktor Falsafah adalah PWA8001 dan PWA8005.

*The programme is conducted entirely on research-based. However, candidates must attend and pass ONE research methods course for this program. The research methods courses offered for the Doctor of Philosophy programme are PWA8001 and PWA8005.*

Tiada kredit bergraduat bagi program secara penyelidikan.

*There are no graduate credit for research-based programs.*

## 9. Syarat Pencalonan/ Candidature Requirements

- (1) Mengikuti dan lulus Kursus Metodologi Penyelidikan (sekurang-kurangnya 3 Kredit) tidak lewat dari semester kedua pencalonan;  
*Attend and passed at least 3 credits of Research Methodology Course not later than the second (2nd) semester of candidature;*
  - (i) PWA8001 - Kaedah Penyelidikan Kuantitatif dalam Pendidikan atau *PWA8001 Quantitative Research Approaches in Education* or
  - (ii) PWA8005 - Kaedah Kualitatif dalam Penyelidikan Pendidikan *PWA8005 Qualitative Research Approaches in Education*
- (2) Mengikuti dan lulus kursus Bahasa Malaysia tidak lewat dari semester kedua pencalonan, yang merupakan syarat pengijazahan kepada calon antarabangsa.  
*Attend and passed the University Bahasa Malaysia course not later than the second (2<sup>nd</sup>) semester of candidature; which is a graduation requirement for International student.*
- (3) Membentangkan cadangan penyelidikan dalam Proposal Defence tidak lewat dari

semester kedua pencalonan;

*Present your research proposal at Proposal Defence not later than the second (2nd) semester of candidature;*

- (4) Membentangkan kemajuan penyelidikan dalam Candidature Defence tidak lewat dari semester kelima pencalonan;

*Present your research progress at Candidature Defence not later than the fifth (5th) semester of candidature;*

- (5) Membentangkan kemajuan penyelidikan dalam Tesis Seminar sebelum penyerahan tesis;

*Present your research progress at Thesis Seminar before the submission of thesis for examination;*

- (6) Perlu menunjukkan bukti penerimaan untuk penerbitan seperti berikut (mengikut kriteria yang ditetapkan dalam garis panduan penerbitan), sebelum pengijazahan:  
*Must show proof of acceptance for publication as per the following (according to the criteria set in the publication guidelines), prior to graduation:*

- i. sekurang-kurangnya satu (1) artikel dalam jurnal diindeks oleh Thomson Reuters Web of Science (WoS)

*at least one (1) article in journals indexed by Thomson Reuters Web of Science (WoS)*

atau; or;

- ii. sekurang-kurangnya satu (1) penerbitan buku yang diterbitkan di bawah senarai penerbit Thomson Reuters Web of Science (WoS) Master Book List atau Penerbit Universiti Malaya atau Dewan Bahasa dan Pustaka atau mana-mana penerbit yang diiktiraf dan disenaraikan oleh PTJ

*at least one (1) book published by publishers listed in the Thomson Reuters Web of Science (WoS) Master Book List or by Universiti Malaya Press or Dewan Bahasa dan Pustaka or any publishers listed and recognized by the Faculty*

atau; or;

- iii. sekurang-kurangnya dua (2) penerbitan dalam jurnal berwasit kategori A atau B, atau bab buku seperti berikut:

*at least two (2) publication in Category A or B refereed journals, or book chapters as follows:*

- Artikel dalam jurnal kategori A:

*Jurnal di senaraikan dalam indek Scopus*

*Articles in Category A journals:*

*Journals indexed in the Scopus citation database*

- Artikel dalam jurnal Kategori B:

*Jurnal yang diterbitkan oleh Universiti atau penerbit ilmiah atau disenaraikan dalam MyJurnal (Malaysian Journal Management System). (Senarai jurnal kategori B yang diiktiraf dan disenaraikan oleh PTJ)*

*Articles in Category B journals:*

*Journals published by University or scholarly publishers or listed in MyJurnal (Malaysian Journal Management System). (List of Category B journals must be listed and recognized by the Faculty)*

- Bab buku daripada buku yang berlainan:

*Bab buku yang diterbitkan di bawah senarai penerbit Thomson Reuters Web of Science (WoS) Master Book List atau Penerbit*

Universiti Malaya atau Dewan Bahasa dan Pustaka atau mana-mana penerbit yang diiktiraf dan disenaraikan oleh PTJ. Dua (2) bab buku daripada buku yang berlainan adalah bersamaan dengan satu (1) penerbitan.

*Book chapters in different books:*

*Book chapters published by publishers listed in the Thomson Reuters Web of Science (WoS) Master Book List, or by Universiti Malaya Press or Dewan Bahasa dan Pustaka or any publishers listed and recognized by the Faculty. Two (2) book chapters in different books are equivalent to one (1) publication.*

- iv. Calon yang telah menyelesaikan peperiksaan tesis hendaklah memenuhi syarat penerbitan yang telah ditetapkan oleh Universiti sebelum tamat tempoh maksimum pengajian.

*Candidates who have completed the examination of their thesis must fulfil the publication requirement as set by the University before the expiry of their maximum period of candidature.*

Sekiranya calon gagal memenuhi syarat penerbitan dalam tempoh yang diluluskan, calon akan ditamatkan pengajiannya dan akan dianggap sebagai gagal.

*If the candidates fail to fulfil the publication requirement within the approved period, they will be terminated from the program of study and considered as failed.*

- (7) Memenuhi syarat mastautin untuk tempoh sekurang-kurangnya satu (1) semester.  
*Fulfil the residential requirements for at least one (1) semester.*

## **10. Kehadiran dan Penyeliaan / Attendance and Supervision**

Calon ijazah tinggi, dikehendaki mendapatkan mengadakan perjumpaan/ perbincangan dengan penyelia atau penasihat, menghadiri kursus (sekiranya disyaratkan) dan seminar atau menggunakan perpustakaan dan kemudahan penyelidikan lain di Universiti.

*All higher degree candidates are required to consult with their supervisor or advisers, attend any courses (if required) and seminars or use the library and other research facilities at the University.*

## **11. Laporan Kemajuan/ Progress Report**

Calon dikehendaki mengemukakan laporan kemajuan penyelidikan mengikut jadual kerja dan prosedur yang telah ditetapkan oleh Universiti. Penyelia, penyelia bersama dan perunding hendaklah menilai laporan kemajuan penyelidikan calon mengikut jadual kerja dan prosedur yang ditetapkan oleh Universiti untuk semester berkenaan.

*A candidate is required to submit a research progress report in accordance with the work schedule and procedures prescribed by the University. The Supervisor, CoSupervisor and Consultant shall evaluate the candidate's research progress report in accordance with the work schedule and procedures prescribed by the University for the semester concerned.*

Calon yang kemajuannya memuaskan akan diperakukan untuk pencalonan diteruskan. Calon yang kemajuannya tidak memuaskan untuk dua (2) semester berturut-turut hendaklah ditamatkan pencalonannya oleh Fakulti. Pengarah Pusat Pentadbiran dan Perkhidmatan Akademik perlu dimaklumkan oleh Fakulti mengenai penamatan pencalonan calon.

*A candidate whose progress is satisfactory shall be recommended to continue with his candidature. A candidate whose progress is not satisfactory for two (2) consecutive semesters shall have his candidature terminated by the Faculty. The Director of Academic Administration and Services Centre shall be informed of the candidate's termination by the Faculty.*

## **12. Gagal Keluar dan Ditamatkan Pengajian / Failed and Terminated From Programme of Study**

- (1) Seseorang calon adalah diputuskan sebagai gagal keluar dan ditamatkan daripada program pengajiannya sekiranya:

*A candidate is termed as failed and terminated from the programme of study if:*

- (a) tidak mencapai sekurang-kurangnya gred lulus minimum bagi kursus teras termasuk kursus-kursus yang diwajibkan oleh Fakulti selepas tiga kali percubaan;  
*does not achieve at least a minimum passing grade for the core course including compulsory courses by the Faculty after three attempts;*
  - (b) memperoleh PNG kurang daripada 3.00 bagi tiga (3) semester berturut-turut termasuk Semester Khas (jika ada);  
*obtains a GPA of less than 3.00 for three (3) consecutive semesters including Special Semester (if any);*
  - (c) calon yang diterima masuk semula selepas gagal keluar dan memperolehi PNGK kurang daripada 3.00 untuk peperiksaan semester yang mana beliau telah mendaftar sebaik sahaja diterima masuk semula akan terus ditamatkan pengajiannya;  
*a candidate who is re-admitted after being terminated from his programme of study and obtains a CGPA of less than 3.00 for the examinations in the semester in which he has registered immediately upon re-admission will be terminated from his study;*
  - (d) Laporan Kemajuan yang tidak memuaskan untuk dua (2) semester berturut-turut;  
*the candidate's progress report is unsatisfactory for two (2) consecutive semesters;*
  - (e) memperoleh keputusan gagal dalam sesi pembentangan Candidature Defence sebanyak dua (2) kali;  
*fails in his Candidature Defense presentation twice (2);*
  - (f) gagal dalam peperiksaan tesis atau disertasi dan viva voce; atau  
*fails in the thesis or dissertation's examination and viva voce; or*
  - (g) gagal menyempurnakan syarat dan keperluan pengijazahan program pengajiannya dalam tempoh maksimum yang ditetapkan.  
*fails to fulfil the conditions and graduation requirements of the programme of study within the specified maximum duration.*
- (2) Seseorang calon juga boleh ditamatkan daripada program pengajiannya sekiranya:  
*Any candidate may also be terminated from the programme of study if:*
- (a) calon didapati memplagiat tesis atau disertasinya seperti mana yang ditetapkan di bawah Kaedah-Kaedah Universiti Malaya (Tatatertib PelajarPelajar) 1999;  
*the candidate was found to plagiarise his thesis or dissertation as stipulated under the University Malaya (Discipline of Students) Rules 1999;*
  - (b) calon didapati telah memberi maklumat palsu berkenaan dengan kemasukannya ke Universiti atau melakukan perbuatan ketidakjujuran akademik selain daripada yang dinyatakan di dalam Kaedah-Kaedah Universiti Malaya (Tatatertib Pelajar-Pelajar) 1999; atau  
*the candidate was found to have given false information pertaining to his admission to the University or committed any academic dishonesty other than that stipulated in the University Malaya (Discipline of Students) Rules 1999; or*
  - (c) tidak memperbaharui pendaftaran pencalonannya dalam tempoh dua (2) semester berturut-turut.  
*failure to renew his candidature for two (2) consecutive semesters.*

### **13. Bahasa Penulisan Tesis/ Thesis Writing Language**

Tesis hendaklah ditulis dalam Bahasa Inggeris atau Bahasa Malaysia atau Bahasa Arab yang berkaitan dengan bidang penyelidikan calon. Walau bagaimanapun, ia tertakluk kepada bidang dan kepakaran Penyelia.

*The thesis shall be written in English or Bahasa Malaysia or in Arabic related to the candidate's research field. However, it is subject to the field and expertise of the Supervisor.*

### **14. Kebenaran Mengguna Sekolah untuk Penyelidikan/ Permission To Use Schools for Research**

Calon yang ingin menggunakan sekolah/institusi lain di bawah penguasaan Kementerian Pendidikan untuk penyelidikan mereka dikehendaki meminta kebenaran daripada Kementerian tersebut. Permohonan harus dihantar kepada Bahagian Perancangan dan Penyelidikan Pendidikan, Kementerian Pendidikan. Borang permohonan untuk keperluan ini boleh didapati daripada Penolong Pendaftar, Fakulti Pendidikan.

*Candidates who wish to use the school / other institutions under the control of the Ministry of Education for their research are required to seek permission from the Ministry. Applications should be sent to the Educational Research and Planning Division, Ministry of Education. Application forms for this requirement are available from the Assistant Registrar, Faculty of Education.*

## **SINOPSIS KURSUS / COURSE SYNOPSIS**

### **PWA8001 Kaedah Penyelidikan Kuantitatif dalam Pendidikan (3 Kredit) PWA8001 Quantitative Research Approaches in Education (3 credit)**

Pelajar akan mempelajari perkara-perkara penting dalam menggubal penyelidikan kuantitatif bagi membolehkan calon menyediakan suatu cadangan penyelidikan yang mantap. Tajuk yang akan dibincangkan dalam kursus ini termasuk pemilihan dan definisi sesuatu masalah, menyediakan dan menilai sesuatu rancangan penyelidikan; pemilihan sampel dan alat pengukuran yang bersesuaian, penerangan reka bentuk penyelidikan kuantitatif serta pertimbangan etika dan perundangan dalam menjalankan kajian. Kursus ini akan meninjau reka bentuk penyelidikan kuantitatif yang spesifik seperti kaedah tinajuan, kaedah kausal-komparatif, kaedah eksperimental, kaedah korelasi; dan seterusnya.

*In this course, candidates will be exposed to advanced quantitative methods in educational research so they can demonstrate practical understanding of those techniques. The course will explore several methods and techniques in quantitative research such as sampling, data gathering techniques, design procedures, measurement and instrumentation, as well as ethical and legal considerations in conducting quantitative research. The course will also deal in-depth with research issues on validity and reliability, the survey method, experimental method, causal-comparative, correlational survey, and so forth.*

<b>Kaedah Penilaian</b>	:	Kerja Kursus	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Assignment	–	70%	Examination	–	30%
<b>Bahasa Pengantar</b>	: Bahasa Melayu, Bahasa Inggeris						
<b>Medium of Instruction</b>	: Malay, English						

### **Rujukan Terpilih / Selected References**

- Guo, S. & Fraser, M. W. (2014). *Propensity Score Analysis: Statistical Methods and Applications*. Sage Publications: Washington
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. London: Sage.(Fourth Edition)
- Fraenkel, J. & Wallen, N., (2014). *How to Design and Evaluate Research in Education*. Ohio: McGraw Hill Education.
- Kaplan, D. (Ed.). (2004). *The Sage handbook of quantitative methodology for the social sciences*. London: Sage.
- Kerlinger, F. N. (2000). *Foundations of behavioral research*. New York: Holt, Rinehart & Winston.
- Lewis-Beck, M. S., Bryman, A., & Liao, T. F. (2004). *The Sage encyclopedia of social science research methods*. London: Sage

### **PWA8005 Keadah Penyelidikan Kualitatif dalam Pendidikan (3 Kredit) PWA8005 Qualitative Research Approaches in Education (3 credit)**

Kursus ini memperkenalkan kepada pelajar beberapa prinsip kaedah penyelidikan kualitatif. Ia akan meniliti secara mendalam beberapa isu berhubungkait dengan perbezaan antara pelbagai rekabentuk yang terdapat dalam kajian kualitatif seperti kajian kes, etnografi, fenomenologi dan lain-lain. Pelajar berpeluang untuk merangka pernyataan masalah, objektif dan soalan kajian, pemilihan sampel dan mengenalpasti pelbagai cara yang digunakan dalam pungutan data kualitatif seperti temubual, pemerhatian, analisis dokumen. Pelajar juga akan didekah dengan pelbagai isu yang berkaitan dengan kajian kualitatif seperti etika penyelidikan, kesahan dan kebolehpercayaan. Bagi membolehkan pelajar mendapat kemahiran secara praktikal, mereka dikehendaki menghasilkan satu cadangan penyelidikan yang menggunakan rekabentuk kajian kualitatif.

*This course introduces students to the principles of qualitative research methods. It examines in depth issues relating to differences between various the qualitative research methods such as case study,*

*ethnography, phenomenology etc. in terms of philosophical foundations, theoretical framework and data collection. Specific focus will be given on the training in question development, selection of sampling strategy, determination of data collection techniques such as interviewing, making observation, and document analysis, etc. Students will also be exposed to issues related to qualitative research methodology such as ethical issues, validity and reliability. Scholarly presentation and writing of qualitative research proposal will also be reviewed.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### **Rujukan Terpilih / Selected References**

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd, ed.). LA: Sage Publication.
- Udo Kuckartz, (2014). *Qualitative Text Analysis A Guide to Methods, Practice and Using Software*. Sage Publications: NY
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2012). *Handbook of qualitative research*. California: Sage.(4th Edition)
- Flick, U., Kardoff, E. V., & Steinke, I. (2004). *A companion to qualitative research*. London: Sage.
- Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.) (2004). *Qualitative research practice*. London: Sage.
- Silverman, D. (Ed.). (2004). *Qualitative research: Theory, method & Practice*. London: Sage.

# **DOKTOR FALSAFAH SECARA MOD CAMPURAN**

## **DOCTOR OF PHILOSOPHY BY MIXED MODE**

Program / Programme	: Doktor Falsafah / Doctor of Philosophy
Kod Program / Programme Code	: PWA
Mod Program / Programme Mode	: Mod Campuran / <i>Mixed Mode</i>

### **KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH KEDOKTORAN) 2019**

### **UNIVERSITI MALAYA (DOCTORAL DEGREE) RULES 2019**

#### **1. Jenis Program/ Programme Type**

Program secara Mod Campuran merupakan program pengajian secara gabungan perkuliahan dan penyelidikan yang membawa kepada penghasilan tesis.

*This is a programme by Mixed Mode, which involves lectures and research that will lead to the production of a thesis.*

#### **2. Syarat Kemasukan/ Admission Requirements**

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:

*The programme's admissions requirements are as follows:*

- (1) Ijazah Sarjana secara Penyelidikan; ATAU  
*Master's Degree by Research; OR*
- (2) Ijazah Sarjana secara Kerja Kursus atau Mod Campuran dengan PNGK tidak kurang daripada 3.7; ATAU  
*Master's Degree by Coursework or Mixed Mode with a CGPA of at least 3.7; OR*
- (3) Ijazah Sarjana secara Mod Kerja Kursus atau Mod Campuran dengan PNGK 2.0 hingga 3.69 dan kelayakan Ijazah Sarjana Muda dengan PNGK tidak kurang daripada 3.0; ATAU  
*Master's Degree by Coursework or Mixed mode with a CGPA between 2.0 to 3.69 and a Bachelor's Degree with a CGPA or at least 3.0 OR*
- (4) Ijazah Sarjana secara Kerja Kursus atau Mod Campuran dengan PNGK 2.0 hingga 3.69 dan kelayakan Ijazah Sarjana Muda dengan PNGK 2.5 hingga 2.99 serta memenuhi sekurang-kurangnya satu (1) daripada kriteria berikut:  
*Master's Degree by Coursework or Mixed mode with a CGPA between 2.0 to 3.69 and a Bachelor's Degree with a CGPA between 2.5 to 2.99 and fulfills at least one (1) of the following criteria:*
  - (a) Mempunyai sekurang-kurangnya tiga (3) tahun pengalaman kerja dalam bidang yang berkaitan; atau  
*Has at least three (3) years of working experience in relevant fields; or*
  - (b) Menghasilkan penerbitan dalam bidang yang berkaitan; atau  
*Has published in relevant fields; or*
  - (c) Adalah penerima biasiswa; atau  
*Is a scholarship recipient; or*
  - (d) Merupakan kakitangan Agensi Kerajaan;  
*Is a Government Agency employee*
  - (e) Lulus temuduga di peringkat PTj; atau  
*Has passed an interview by the respective department/faculty; or*
  - (f) Lulus Penilaian Khas PTj.  
*Has passed an evaluation as deemed appropriate by the respective department/faculty*

- (5) Ijazah Sarjana secara Kerja Kursus atau Mod Campuran dengan PNGK 2.00 hingga 3.69 dan kelayakan Ijazah Sarjana Muda dengan PNGK 2.00 hingga 2.49 serta memenuhi sekurang-kurangnya dua (2) daripada kriteria berikut:  
*Master's Degree by Coursework or Mixed mode with a CGPA between 2.0 to 3.69 and a Bachelor's Degree with a CGPA between 2.5 to 2.49 and fulfills at least two (2) of the following criteria:*
- (a) Mempunyai sekurang-kurangnya lima (5) tahun pengalaman kerja dalam bidang yang berkaitan; atau  
*Has at least five (5) years of working experience in relevant fields; or*
  - (b) Menghasilkan sekurang-kurangnya satu (1) penerbitan dalam jurnal berwasit dalam bidang yang berkaitan; atau  
*Has published at least one (1) article in a refereed journal in a relevant field; or*
  - (c) Lulus temuduga di peringkat PTJ; atau  
*Has passed an interview by the respective department/faculty; or*
  - (d) Lulus Penilaian Khas PTJ.  
*Has passed an evaluation as deemed appropriate by the respective department/faculty*
- (6) Sebagai tambahan, calon haruslah mengemukakan satu prospektus sepanjang 1,000 hingga 1,500 patah perkataan yang menghuraikan penyelidikan dalam bidang pengkhususan yang dicadangkan  
*In addition, the candidate must produce a research proposal between 1,000 to 1,500 words in an identified area of interest.*

**Syarat Bahasa Inggeris untuk Calon Antarabangsa**  
***English Requirements for International Candidates***

- (a) Calon yang Menulis Tesis dalam Bahasa Inggeris  
Candidates who intend to write the thesis in English

Memperolehi skor minimum band 5.5 bagi *International English Language Testing System (IELTS)(Academic)* atau Memperolehi skor minimum sebanyak 550 (*Paper based*) PBT, skor 213 (*Computer based*) CBT atau skor 80 (*Internet based*) IBT bagi *Test of English as a Foreign Language (TOEFL)*. Atau Bahasa pengantar di Universiti terdahulu di dalam bahasa Inggeris dan disahkan oleh Universiti.

*Obtain a minimum score of Band 5.5 for the International English Language Testing System (IELTS)(Academic) or a minimum score of 550 (Paper-based) PBT, 213 (Computer-based) CBT or 80 (Internet-based) IBT for the Test of English as a Foreign Language (TOEFL). Or the medium of instruction in the previous University is in English and verified by the respective University.*

- (b) Calon yang Menulis Tesis dalam Bahasa Malaysia atau Bahasa Arab.  
Candidates who intend to write the thesis in Malay or Arabic.

Memperolehi skor minimum band 5.0 bagi *International English Language Testing System (IELTS)(Academic)* atau Memperolehi skor minimum sebanyak 500 bagi *Test of English as a Foreign Language (TOEFL)*

*Obtain a minimum score of band 5.0 for the International English Language Testing System (IELTS) (Academic) or a minimum score of 500 for the Test of English as a Foreign Language (TOEFL)*

**Syarat Bahasa Malaysia untuk Calon Antarabangsa**  
***Malay Language Requirements for International Candidates***

Bagi calon bukan warganegara dikehendaki menghadiri dan lulus kursus Bahasa Malaysia yang dikehendaki oleh Universiti sebelum dianugerahkan ijazahnya.

*Non-Malaysian citizens are required to attend and pass a Malay language course as required by the University before the degree is conferred.*

### **3. Tempoh Pengajian/ Duration of Study**

Tempoh Minimum: 4 Semester Biasa  
Tempoh Maksimum: 10 Semester Biasa

*Minimum duration: 4 regular semesters  
Maximum duration: 10 regular semesters*

### **4. Matlamat Program/ Programme Aim**

Untuk melahirkan graduan kedoktoran dalam bidang pendidikan yang berkeupayaan dari segi intelektual dan profesional yang boleh berfungsi secara efektif dalam usaha mempertingkatkan mutu akademik atau kerjaya profesional mereka dalam bidang kepakaran mereka kepada komuniti intelektual dan masyarakat tempatan dan sejagat secara luas dan kukuh, mengikut bidang pengkhususan

- (i) Kurikulum dan Pengajaran
- (ii) Pengurusan dan dasar Pendidikan
- (iii) Kaunseling

*To produce intellectual, professional and capable doctorate holders in the field of education who will play effective roles in the effort to raise academic quality or personal professional careers according to their expertise within the intellectual community and local community according to fields of expertise*

- (i) Curriculum and Instruction
- (ii) Management and Education Foundation
- (iii) Counselling

### **5. Objektif Pendidikan Program/ Programme Educational Objectives**

PEO1

Memajukan inovasi dalam penyelidikan dan amalan kerja  
*Develop innovation in research and practice ethics*

PEO2

Menerajui penyelidikan sebagai penyelidik dan / atau pengamal yang berkepakaran di peringkat kebangsaan dan / atau antarabangsa  
*To lead research as researchers or expert practitioners at national and/or international levels.*

PEO3

Menyebarluaskan hasil penyelidikan dan / atau memberi nasihat kepakaran secara beretika dan profesional  
*Disseminate research findings and/or provide ethical and professional expert consultation*

### **6. Hasil Pembelajaran Program/ Programme Learning Outcomes**

Di akhir program, calon dapat;

*At the end of the programme, candidates will be able to:*

Domain MQF	Hasil Pembelajaran/ Learning Outcomes
PLO1	Mengkonstruksi pengetahuan baru dan menyumbang kepada literatur penyelidikan dalam bidang pengkhususan yang berkait dengan profesion graduan <i>Construct new knowledge and contribute to research literature in specialized fields related to the graduant's profession</i>
PLO2	Memperkuat pengetahuan dan ketrampilan teoretikal, empirical dan praktikal dalam bidang pengkhususan graduan <i>Strengthen knowledge and theoretical skills, empirical and practical, in the graduant's specialized field</i>
PLO3	Mempraktik akauntabiliti dan tanggungjawab sosial berkaitan dengan bidang pengkhususan kepada pihak-pihak tertentu khususnya masyarakat sekitar <i>Practice accountability and social responsibility related to the field of specialization to respective parties, especially the surrounding community</i>

PLO4	Penyelia pakar dalam kerja-kerja penyelidikan atau kerjaya profesional dalam bidang pengkhususan masing-masing serta dapat menyumbang kepakaran kepada komuniti intelektual kebangsaan dan sejagat <i>Be expert supervisors in research endeavours or professional careers in their respective fields of specialization as well as contribute their expertise to the national and international intellectual community.</i>
PLO5	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang pengkhususan masing-masing <i>Apply ethics and best practices in a professional manner in their respective fields of specialization</i>
PLO6	Mempamerkan nilai kepimpinan, kemahiran penyelesaian masalah secara rasional dan saintifik dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang pengkhususan berkaitan <i>Display leadership qualities, rational and scientific problem solving skills and collaborate with various parties to carry out activities in their respective field of specialization.</i>
PLO7	Memupuk budaya kesarjanaan dan budaya ilmu melalui pemikiran kritis dan kemahiran penyelidikan dalam organisasi berkaitan pengkhususan bidang masing-masing, sejajar dengan falsafah pendidikan sepanjang hayat <i>Cultivate a culture of scholarship and knowledge through critical thinking and research skills in organisations related to their respective field of specialization, in line with the philosophy of lifelong education.</i>

## 7. Struktur Program/ Programme Structure

Struktur Program Doktor Falsafah berdasarkan pendekatan bersifat kontemporari untuk melahirkan para pendidik dan penyelidik pendidikan yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara.

*The Doctor of Philosophy programme structure is based on a contemporary approach to produce excellent educators and researchers. Curriculum content has been designed according to developments in education from the perspective of services and teaching in line with the National Education Philosophy, National Vision as well as the National Transformation Plan.*

- (1) Program Ijazah Doktor Falsafah secara Kursus dan Penyelidikan yang berjumlah Lapan Puluh (80) Kredit terdiri daripada dua bahagian berikut:

*The Doctor of Philosophy as coursework and research has a total of 80 credit which contains two parts as follows:*

- (a) Bahagian 1 yang melibatkan kursus berjumlah Dua Puluh Empat (24) Kredit yang terdiri daripada:

*Part 1 involves courses for a total of 24 credit that consists of:*

- (i) Tiga Kursus Teras Wajib Fakulti yang setiap satunya berjumlah Sembilan (9) Kredit;  
*Three Compulsory Core Faculty courses, each worth 3 credit, for a total of 9 credit*

- (ii) Lima Kursus Elektif Bidang Pengkhususan yang setiap satunya berjumlah Lima Belas (15) Kredit; dan  
*Five Elective Specialization courses, each worth 3 credit, for a total of 15 credit; and*

- (b) Bahagian 2 yang melibatkan penyelidikan yang membawa kepada penghasilan tesis berjumlah 56 Kredit.

*Part 2 involves research that will lead to the production of a thesis worth 56 credit.*

- (2) Calon perlu menyempurnakan Bahagian 1 sebelum dibenar meneruskan pengajian ke Bahagian 2.  
*Candidates must complete Part 1 before continuing on with Part 2.*

**SENARAI KURSUS / LIST OF COURSES****KURSUS TERAS WAJIB FAKULTI /  
FACULTY COMPULSORY CORE COURSES**

<b>Kod Kursus/ Course Code</b>	<b>Tajuk Kursus/ Course Title</b>	<b>Kredit/ Credit</b>
PWX8001	Kaedah dan Falsafah Penyelidikan Dalam Pendidikan <i>Research in Education Methods and Philosophy</i>	3
PWX8002	Disertasi <i>Dissertation</i>	56
PWX8003	Seminar Kedoktoran 1 <i>Doctorate Seminar 1</i>	3
PWX8004	Seminar Kedoktoran 2 <i>Doctorate Seminar 2</i>	3

**KURSUS ELEKTIF BIDANG PENGKHUSUSAN (PILIH LIMA) /  
SPECIALIZATION ELECTIVE COURSES (SELECT 5)****BIDANG KURIKULUM DAN PENGAJARAN / CURRICULUM AND INSTRUCTION**

<b>Kod Kursus/ Course Code</b>	<b>Tajuk Kursus/ Course Title</b>	<b>Kredit/ Credit</b>
PWA8001	Kaedah Penyelidikan Kuantitatif Dalam Pendidikan <i>Qualitative methods in Education research</i>	3
PWA8002	Statistik Lanjutan Dalam Penyelidikan Pendidikan <i>Advanced statistics in Education Research</i>	3
PWA8003	Analisis Data Multi Variat <i>Multivariant Data Analysis</i>	3
PWA8004	Analisis Struktur Latent <i>Latent Structure Analysis</i>	3
PWA8005	Kaedah Kualitatif Dalam Penyelidikan Pendidikan <i>Qualitative Methods in Education Research</i>	3
PWA8006	Teori Dan Amalan Dalam Kurikulum <i>Curriculum Theory and Practice</i>	3
PWA8007	Pelaksanaan Dan Penilaian Kurikulum <i>Curriculum implementation and evaluation</i>	3
PWA8008	Rekabentuk Dan Pembangunan Sistem Instruksional <i>Instructional System Design and Development</i>	3
PWA8009	Teori Dan Penyelidikan Dalam Pembelajaran Dan Teknologi <i>Theory and Research in Learning and Technology</i>	3
PWA8010	Penilaian Pembelajaran <i>Learning Evaluation</i>	3

**BIDANG PENGURUSAN DAN DASAR PENDIDIKAN / EDUCATION MANAGEMENT,  
PLANNING AND POLICY**

<b>Kod Kursus/ Course Code</b>	<b>Tajuk Kursus/ Course Title</b>	<b>Kredit/ Credit</b>
PWA8001	Kaedah Penyelidikan Kuantitatif Dalam Pendidikan <i>Quantitative Research Methods in Education</i>	3
PWA8002	Statistik Lanjutan Dalam Penyelidikan Pendidikan <i>Advanced Statistics in Education Research</i>	3
PWA8003	Analisis Data Multi Variat <i>Multivariate Data Analysis</i>	3
PWA8004	Analisis Struktur Latent <i>Latent Structure Analysis</i>	3
PWA8005	Kaedah Kualitatif Dalam Penyelidikan Pendidikan <i>Qualitative Methods in Education Research</i>	3
PWA8011	Seminar Doktoral dalam Amalan Profesional dalam Pengurusan Pendidikan <i>Professional Practice and Education Management Doctoral Seminar</i>	
PWA8012	Fasafah Pengurusan Dan Organisasi <i>Management and Organizational Philosophy</i>	3
PWA8013	Perancangan Dan Dasar Pendidikan <i>Education Planning and Foundation</i>	3
PWA8014	Inovasi Dan Reformasi Dalam Pendidikan <i>Innovation and reformation in Education</i>	3
PWA8015	Pembangunan Organisasi Pendidikan <i>Education Organization Development</i>	3
PWA8016	Governan Dan Pengurusan Pendidikan Tinggi <i>Higher Education Governance and Management</i>	3
PWA8017	Analisis Komparatif Kewangan Sekolah <i>School Finance Comparative Analysis</i>	3
PWA8018	Analisis Komparatif Undang-Undang Pendidikan <i>Education Law Comparative Analysis</i>	3
PWA8019	Politik Ekonomi Dalam Pendidikan <i>Political Economics in Education</i>	3
PWA8020	Resolusi Konflik Dalam Pengurusan Pendidikan <i>Conflict Resolution in Education Management</i>	3
PWA8021	Etika Dalam Pengurusan Pendidikan <i>Ethics in Education Management</i>	3

**BIDANG KAUNSELING / COUNSELLING**

<b>Kod Kursus/ Course Code</b>	<b>Tajuk Kursus/ Course Title</b>	<b>Kredit/ Credit</b>
PWA8001	Kaedah Penyelidikan Kuantitatif Dalam Pendidikan <i>Quantitative Research Methods in Education</i>	3
PWA8002	Statistik Lanjutan Dalam Penyelidikan Pendidikan <i>Advanced Statistics in Education Research</i>	3
PWA8003	Analisis Data Multi Variat <i>Multivariate Data Analysis</i>	3
PWA8022	Penilaian Psikologi Diagnosis <i>Psychological Evaluation Diagnosis</i>	3
PWA8023	Terapi Perkahwinan Dan Keluarga <i>Marriage and Family Therapy</i>	3
PWA8024	Teori Dan Amalan Kaunseling Lanjutan <i>Advanced Counselling Theory and Practice</i>	3
PWA8025	Perundingan Psikopendidikan <i>Psychoeducation Negotiation</i>	3
PWA8026	Penyeliaan Dalam Kaunseling Dan Psikoterapi <i>Counselling and psychotherapy supervision</i>	3

**SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)**  
**LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

**BIDANG KURIKULUM & PENGAJARAN/ CURRICULUM AND INSTRUCTION**

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		JUMLAH KREDIT
	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	
Kursus Teras	PWX 8001 Kaedah Dan Falsafah Penyelidikan Dalam Pendidikan <i>Research In Education Methods And Philosophy</i>	3	PWX 8003 Seminar Kedoktoran 1 <i>Doctorate Seminar 1</i>	3	PWX 8004 Seminar Kedoktoran 2 <i>Doctorate Seminar 2</i>	3			9
<b>Konsentrasi Kurikulum &amp; Pengajaran/ Curriculum and Instruction</b>									
Kursus Elektif Pilih (5) ( <i>tertakluk kepada kelulusan penyelia dan ketua jabatan</i> )	PWA 8006 Teori Dan Amalan Dalam Kurikulum <i>Curriculum Theory and Practice</i>	3	PWA 8009 Teori Dan Penyelidikan Dalam Pembelajaran Dan Teknologi <i>Theory and Research in Learning and Technology</i>	3					15
	PWA 8007 Pelaksanaan Dan Penilaian Kurikulum <i>Curriculum implementation and evaluation</i>	3	PWA 8010 Penilaian Pembelajaran <i>Learning Evaluation</i>	3					
	PWA 8008 Rekabentuk Dan Pembangunan Sistem Instruksional <i>Instructional System Design and Development</i>	3							
	PWA 8001 Kaedah Penyelidikan Kuantitatif Dalam Pendidikan <i>Qualitative methods in Education research</i>	3	PWA 8003 Analisis Data Multi Variat <i>Multivariate Data Analysis</i>	3					
	PWA 8002 Statistik Lanjutan Dalam Penyelidikan Pendidikan <i>Advanced statistics in Education Research</i>	3	PWA 8004 Analisis Struktur Latent <i>Latent Structure Analysis</i>	3					
			PWA 8005 Kaedah Kualitatif Dalam Penyelidikan Pendidikan <i>Qualitative Methods in Education Research</i>	3					
Disertasi			PWX 8002 Disertasi <i>Dissertation</i>	14	PWX 8002 Disertasi <i>Dissertation</i>	21	PWX 8002 Disertasi <i>Dissertation</i>	21	56
Jumlah Kredit		9		23		24		24	80

**SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)**  
**LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

**PENGURUSAN & DASAR PENDIDIKAN/ EDUCATIONAL MANAGEMENT & POLICY**

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		JUMLAH KREDIT
	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	
Kursus Teras	PWX 8001 Kaedah Dan Falsafah Penyelidikan Dalam Pendidikan <i>Research In Education Methods And Philosophy</i>	3	PWX 8003 Seminar Kedoktoran 1 <i>Doctorate Seminar 1</i>	3	PWX 8004 Seminar Kedoktoran 2 <i>Doctorate Seminar 2</i>	3			9
<b>Konsentrasi Pengurusan &amp; Dasar Pendidikan/ Educational Management &amp; Policy</b>									
Kursus Elektif Pilih (5) <i>(tertakluk kepada kelulusan penyelia dan ketua jabatan</i>	PWA 8011 Seminar Doktoral dalam Amalan Profesional dalam Pengurusan Pendidikan <i>Professional practice and Education management Doctoral Seminar</i>	3	PWA 8017 Analisis Komparatif Kewangan Sekolah <i>School Finance Comparative Analysis</i>	3					15
	PWA 8012 Fasafah Pengurusan Dan Organisasi <i>Management and Organizational Philosophy</i>	3	PWA 8018 Analisis Komparatif Undang-Undang Pendidikan <i>Education Law Comparative Analysis</i>	3					
	PWA 8013 Perancangan Dan Dasar Pendidikan <i>Education Planning and Foundation</i>	3	PWA 8019 Politik Ekonomi Dalam Pendidikan <i>Political Economics in Education</i>	3					
	PWA 8014 Inovasi Dan Reformasi Dalam Pendidikan <i>Innovation and reformation in Education</i>	3	PWA 8020 Resolusi Konflik Dalam Pengurusan Pendidikan <i>Conflict Resolution in Education Management</i>	3					
	PWA 8015 Pembangunan Organisasi Pendidikan <i>Education Organization Development</i>	3	PWA 8021 Etika Dalam Pengurusan Pendidikan <i>Ethics in Education Management</i>	3					
	PWA 8016 Governan Dan Pengurusan Pendidikan Tinggi <i>Higher Education Governance and Management</i>	3							
	PWA 8001 Kaedah Penyelidikan Kuantitatif Dalam Pendidikan <i>Quantitative Research Methods in Education</i>	3	PWA 8003 Analisis Data Multi Variat <i>Multivariate Data Analysis</i>	3					
	PWA 8002 Statistik Lanjut Dalam Penyelidikan Pendidikan <i>Advanced Statistics in Education Research</i>	3	PWA 8004 Analisis Struktur Latent <i>Latent Structure Analysis</i>	3					
			PWA 8005 Kaedah Kualitatif Dalam Penyelidikan Pendidikan <i>Qualitative Methods in Education Research</i>	3					
Disertasi			PWX 8002 Disertasi <i>Dissertation</i>	14	PWX 8002 Disertasi <i>Dissertation</i>	21	PWX 8002 Disertasi <i>Dissertation</i>	21	56
Jumlah Kredit		9		23		24		24	80

**SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)**  
**LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

**KAUNSELING/ COUNSELLING**

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		JUMLAH KREDIT
	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	
Kursus Teras	PWX 8001 Kaedah Dan Falsafah Penyelidikan Dalam Pendidikan <i>Research In Education Methods And Philosophy</i>	3	PWX 8003 Seminar Kedoktoran 1 <i>Doctorate Seminar 1</i>	3	PWX 8004 Seminar Kedoktoran 2 <i>Doctorate Seminar 2</i>	3			9
<b>Kaunseling/ Counseling</b>									
Kursus Elektif Pilih (5) <i>(tertakluk kepada kelulusan penyelia dan ketua jabatan</i>	PWA 8022 Penilaian Psikologi Diagnosis  PWA 8023 Terapi Perkahwinan Dan Keluarga <i>Marriage and Family Therapy</i>  PWA 8024 Teori Dan Amalan Kaunseling Lanjutan <i>Advanced Counselling Theory and Practice</i>  PWA 8001 Kaedah Penyelidikan Kuantitatif Dalam Pendidikan <i>Quantitative Research Methods in Education</i>  PWA 8002 Statistik Lanjutan Dalam Penyelidikan Pendidikan <i>Advanced Statistics in Education Research</i>	3  3  3  3	PWA 8025 Perundingan Psikopendidikan <i>Psychoeducation Negotiation</i>  PWA 8026 Penyeliaan Dalam Kaunseling Dan Psikoterapi <i>Counselling and psychotherapy supervision</i>  PWA 8003 Analisis Data Multi Variat <i>Multivariate Data Analysis</i>  PWA 8004 Analisis Struktur Latent <i>Latent Structure Analysis</i>  PWA 8005 Kaedah Kualitatif Dalam Penyelidikan Pendidikan <i>Qualitative Methods in Education Research</i>	3  3  3  3					15
Disertasi			PWX 8002 Disertasi <i>Dissertation</i>	14	PWX 8002 Disertasi <i>Dissertation</i>	21	PWX 8002 Disertasi <i>Dissertation</i>	21	56
Jumlah Kredit		9		23		24		24	80

## **1. Syarat Pencalonan /Candidature Requirements**

- 1) membentangkan cadangan penyelidikan dalam Proposal Defence;  
*present your research proposal at Proposal Defence;*
- 2) membentangkan kemajuan penyelidikan dalam Candidature Defence;  
*present your research progress at Candidature Defence;*
- 3) perlu menunjukkan bukti penerimaan untuk penerbitan seperti berikut (mengikut kriteria yang ditetapkan dalam garis panduan penerbitan), sebelum pengijazahan:  
*must show proof of acceptance for publication as per the following (according to the criteria set in the publication guidelines), prior to graduation:*
  - i. sekurang-kurangnya satu (1) artikel dalam jurnal diindeks oleh Thomson Reuters Web of Science (WoS)  
*at least one (1) article in journals indexed by Thomson Reuters Web of Science (WoS)*  
atau; or;
  - ii. sekurang-kurangnya dua (2) Malaysian Citation Index (MyCite) atau Jurnal yang diiktiraf dan disenaraikan oleh PTJ;  
*at least two (2) in the Malaysian Citation Index (MyCite) or any publishers listed and recognized by the Faculty*  
atau; or;
  - iii. sekurang-kurangnya satu (1) penerbitan buku yang diterbitkan di bawah senarai penerbit Thomson Reuters Web of Science (WoS) Master Book List atau Penerbit Universiti Malaya atau Dewan Bahasa dan Pustaka atau mana-mana penerbit yang diiktiraf dan disenaraikan oleh PTJ  
*at least one (1) book published by publishers listed in the Thomson Reuters Web of Science (WoS) Master Book List or by Universiti Malaya Press or Dewan Bahasa dan Pustaka or any publishers listed and recognized by the Faculty*  
atau; or;
  - iv. sekurang-kurangnya dua (2) penerbitan berbentuk bab buku yang diterbitkan di bawah senarai penerbit Web of Science (WoS) Master Book List atau Majlis Penerbitan Ilmiah Malaysia (MAPIM) Penerbit Universiti Malaya atau Dewan Bahasa dan Pustaka atau mana-mana penerbit yang diiktiraf dan disenaraikan oleh PTJ. Dua (2) bab buku daripada buku yang berlainan adalah bersamaan dengan satu (1) penerbitan.  
*at least one (2) book chapters published listed in the Thomson Reuters Web of Science (WoS) Master Book List or by Majlis Penerbitan Ilmiah Malaysia (MAPIM) Universiti Malaya Press or Dewan Bahasa dan Pustaka or any publishers listed and recognized by the Faculty. Two (2) book chapters in different books are equivalent to one (1) publication;*

## **2. Kehadiran Dan Penyeliaan/ Attendance And Supervision**

Semua calon ijazah tinggi, dikehendaki berjumpa dengan penyelia atau penasihat mereka, menghadiri kursus (sekiranya disyaratkan) dan seminar atau menggunakan perpustakaan dan kemudahan penyelidikan lain di Universiti.

*All higher degree candidates are required to consult with their supervisor or their advisers, attend any courses (if required) and seminars or use the library and other research facilities at the University*

## **3. Laporan Kemajuan/ Progress Report**

Pada tiap sesi akademik, semua calon ijazah tinggi dikehendaki menyerahkan laporan kemajuan kepada penyelia mereka dengan mengisi borang secara online ([myum.um.edu.my](http://myum.um.edu.my)) Calon yang gagal menyerahkan laporan kemajuan dianggap kurang memuaskan dan pencalonan mereka akan dikaji semula oleh Jawatankuasa Pengajian Ijazah Tinggi. Pencalonan seseorang akan ditamatkan jika kemajuannya tidak memuaskan.

*In each academic session, all candidates are required to submit a progress report to their supervisor through online ([myum.um.edu.my](http://myum.um.edu.my)). Candidates who fail to submit a progress report are considered unsatisfactory and their candidature will be reviewed by the Postgraduate Studies Committee. The candidature of a student will be terminated if progress is not satisfactory.*

Calon dikehendaki mengemukakan laporan kemajuan penyelidikannya pada akhir semester kepada

penyelia mengikut prosedur yang telah ditetapkan. Penyelia, Penyelia Bersama atau Perunding yang dilantik hendaklah menilai laporan kemajuan penyelidikan calon mengikut prosedur yang ditetapkan. *Candidates are required to submit their progress report at the end of the semester to their supervisor according to the fixed procedures. Supervisor/supervisors or appointed consultant needs to evaluate the progress report of the candidate according to the fixed procedures.*

Calon yang kemajuannya memuaskan akan diperakuan untuk pencalonan diteruskan. Calon yang kemajuannya tidak memuaskan untuk tiga (3) semester berturut-turut akan ditamatkan pencalonannya oleh Fakulti. Pengarah, Pusat Pentadbiran dan Perkhidmatan Akademik akan dimaklumkan mengenai penamatan pencalonan calon untuk diambil tindakan.

*Candidates whose progress is satisfactory will be allowed to continue their candidature. Candidates whose progress is unsatisfactory for three (3) consecutive semesters will be terminated by the Faculty. The Director, Academic Administration and Service Centre will be notified regarding candidature termination for further action.*

Calon yang gagal mengemukakan laporan kemajuan penyelidikannya dalam tempoh yang ditetapkan akan dihalang daripada mendaftar untuk semester berikutnya.

*Candidates who fail to submit a progress report within the stipulated period will be barred from registration for the following semester.*

#### **4. Gagal Keluar dan Ditamatkan Pengajian / Failed and Terminated From Programme of Study**

(1) Seseorang calon adalah diputuskan sebagai gagal keluar dan ditamatkan daripada program pengajiannya sekiranya:

*A candidate is termed as failed and terminated from the programme of study if:*

- (a) tidak mencapai sekurang-kurangnya gred lulus minimum bagi kursus teras termasuk kursus-kursus yang diwajibkan oleh Fakulti selepas tiga kali percubaan;  
*does not achieve at least a minimum passing grade for the core course including compulsory courses by the Faculty after three attempts;*
- (b) memperoleh PNG kurang daripada 3.00 bagi tiga (3) semester berturut-turut termasuk Semester Khas (jika ada);  
*obtains a GPA of less than 3.00 for three (3) consecutive semesters including Special Semester (if any);*
- (c) calon yang diterima masuk semula selepas gagal keluar dan memperolehi PNGK kurang daripada 3.00 untuk peperiksaan semester yang mana beliau telah mendaftar sebaik sahaja diterima masuk semula akan terus ditamatkan pengajiannya;  
*a candidate who is re-admitted after being terminated from his programme of study and obtains a CGPA of less than 3.00 for the examinations in the semester in which he has registered immediately upon re-admission will be terminated from his study;*
- (d) Laporan Kemajuan yang tidak memuaskan untuk dua (2) semester berturut-turut;  
*the candidate's progress report is unsatisfactory for two (2) consecutive semesters;*
- (e) memperoleh keputusan gagal dalam sesi pembentangan Candidature Defence sebanyak dua (2) kali;  
*fails in his Candidature Defense presentation twice (2);*
- (f) gagal dalam peperiksaan tesis atau disertasi dan viva voce; atau  
*fails in the thesis or dissertation's examination and viva voce; or*
- (g) gagal menyempurnakan syarat dan keperluan pengijazahan program pengajiannya dalam tempoh maksimum yang ditetapkan.  
*fails to fulfil the conditions and graduation requirements of the programme of study within the specified maximum duration.*

(2) Seseorang calon juga boleh ditamatkan daripada program pengajiannya sekiranya:

*Any candidate may also be terminated from the programme of study if:*

- (a) calon didapati memplagiat tesis atau disertasinya seperti mana yang ditetapkan di bawah Kaedah-Kaedah Universiti Malaya (Tatatertib Pelajar-Pelajar) 1999;  
*the candidate was found to plagiarise his thesis or dissertation as stipulated under the University Malaya (Discipline of Students) Rules 1999;*
- (b) calon didapati telah memberi maklumat palsu berkenaan dengan kemasukannya ke Universiti atau melakukan perbuatan ketidakjujuran akademik selain daripada yang dinyatakan di dalam Kaedah-Kaedah Universiti Malaya (Tatatertib Pelajar-Pelajar) 1999; atau

*the candidate was found to have given false information pertaining to his admission to the University or committed any academic dishonesty other than that stipulated in the Universiti Malaya (Discipline of Students) Rules 1999; or*

- (c) tidak memperbaharui pendaftaran pencalonannya dalam tempoh dua (2) semester berturut-turut.  
*failure to renew his candidature for two (2) consecutive semesters.*

## 5. Bahasa Penulisan Tesis/ Thesis Writing Language

Bahasa penulisan Tesis adalah dibuat dalam Bahasa Malaysia atau Bahasa Inggeris.  
*The thesis writing language is Bahasa Malaysia or English.*

## 6. Kebenaran Mengguna Sekolah Untuk Penyelidikan/ Permission To Use Schools For Research

Calon yang ingin menggunakan sekolah/institusi lain di bawah penguasaan Kementerian Pendidikan untuk penyelidikan mereka dikehendaki meminta kebenaran daripada Kementerian tersebut. Permohonan harus dihantar kepada Bahagian Perancangan dan Penyelidikan Pendidikan, Kementerian Pendidikan. Borang permohonan untuk keperluan ini boleh didapati daripada Penolong Pendaftar, Fakulti Pendidikan.

*Candidates who wish to use the school / other institutions under the control of the Ministry of Education for their research are required to seek permission from the Ministry. Applications should be sent to the Educational Research and Planning Division, Ministry of Education. Application forms for this requirement are available from the Assistant Registrar, Faculty of Education.*

## SINOPSIS KURSUS / COURSE SYNOPSIS

### PWX8001 Kaedah dan Falsafah Penyelidikan dalam Pendidikan (3 Kredit)

### *PWX8001 Educational Research Philosophy and Methodology (3 credit)*

Kursus ini akan fokus kepada falsafah dalam penyelidikan pendidikan. Tiga falsafah yang akan diteliti dan dibincang adalah perspektif positivism, interpretivisme dan teori kritikal dari aspek epistemology, ontology dan paradigma. Analisis literatur akan digunakan untuk meneliti bagaimana tiga perspektif falsafah ini mempengaruhi pendekatan penilaian dan rekabentuk proses penyelidikan.

*This course traces the underlying the major philosophical underpinnings of educational research. The basic tenet, epistemology, ontology and paradigm of three major philosophical perspectives – positivism, interpretivism and critical theory – will be discussed. A close analysis of existing literature will be used to unfold how these philosophical underpinnings profoundly influences the way research is designed and evaluated.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30 %
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30 %
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	<i>Malay, English</i>					

## Rujukan Terpilih / Selected References

- Pring, R. (2015). *Philosophy of educational research*. London: Continuum
- Stangor, C. (2014). *Research Methods for the Behavioral Sciences*. Cengage Learning: US
- Kuhn, T. S. (2012). *The structure of scientific revolutions*. University of Chicago press.
- Friere, P. (1968). *Pedagogy of the oppressed* (M. B. Ramos, Trans.). New York: Seabury Press.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalist inquiry*. Beverly Hills, CA: Sage.
- Gage, N.L. (1989). *The paradigm wars and their aftermath: A “historical” sketch of research on teaching since 1989*. *Educational Researcher*, 18 (7), 4-10.

**PWX8002 Disertasi (56 Kredit)****PWX8002 Educational Research Philosophy and Methodology (56 credit)**

Kursus ini memerlukan pelajar untuk menyediakan satu cadangan Penyelidikan (termasuk ulasan literature yang lengkap), bentang usul cadangan, menjalankan pelan rekabentuk penyelidikan (termasuk kutipan data dan analisis) dan akhirnya menulis satu laporan dan membentangkan daptan kajian. Pelajar akan diselia oleh ahli Fakulti. Pada akhir program satu disertasi akan diserahkan untuk pemeriksaan.

*This course requires the student to prepare a research proposal (including a comprehensive literature review), defend the proposal, carry out the plan in the proposal (including data collection and analysis), and finally report and defend the findings. Students would be supervised by a member(s) of the faculty. A dissertation is submitted for examination at the end of the program.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan:	Proposal Defense	dan	Candidature Defense
<b>Assessment Method</b>	:	Continuous Assessment	-	Proposal Defense	and
					Candidature Defense
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris			
<b>Medium of Instruction</b>	:	Malay, English			

**Rujukan Terpilih / Selected References**

- Reid, A. D., Hart, E. P., & Peters, M. A. (Eds.). (2013). *A companion to research in education*. Springer.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education*. 9th Edition. New York: McGraw Hill, Inc
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts*. Routledge

**PWX8003 Seminar Kedoktoran 1 (3 Kredit)****PWX8003 Doctoral Seminar 1 (3 credit)**

Kursus ini adalah untuk pelajar mengembangkan cadangan penyelidikan berasaskan peluang berbincang dengan komuniti program Doktor Falsafah di Fakulti Pendidikan yang terdiri daripada rakan dan pensyarah. Pelajar akan membentang dan berbincang kerja mereka, menerima maklumbalas yang mempertingkatkan mutu usul cadangan mereka secara berterusan.

*This course is for students to develop their research proposal with opportunities for ongoing discourse with an extended learning community in the Faculty of Education doctoral program, consisting of fellow graduate students and members of the faculty. Students will present and discuss their work-in-progress proposals, receive feedback from fellow classmates and the instructor, and make relevant improvements..*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	-	100%	Peperiksaan	-	-
<b>Assessment Method</b>	:	Continuous Assessment	-	100 %	Examination	-	-
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

**Rujukan Terpilih / Selected References**

- Aitchison, C. & Guerin, C. (2014). *Writing Groups for Doctoral Education and Beyond: Innovations in practice and theory*. Routledge: NY
- Reid, A. D., Hart, E. P., & Peters, M. A. (Eds.). (2013). *A companion to research in education*. Springer.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2012). *How to design and evaluate research in education*. McGraw-Hill.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalist inquiry*. Beverly Hills, CA: Sage.

**PWX8004 Seminar Kedoktoran 2 (3 Kredit)****PWX8004 Doctoral Seminar 2 (3 credit)**

Kursus ini adalah untuk pelajar bersedia untuk mempertahankan disertasi masing-masing berasaskan peluang berbincang dengan komuniti program Doktor Falsafah di Fakulti Pendidikan yang terdiri daripada rakan dan pensyarah. Pelajar akan membentang dan berbincang kerja mereka, akan menerima

maklumbalas dan boleh mempertingkatkan mutu usul cadangan mereka secara berterusan.

*This course is for students to prepare for their respective dissertation defence, with opportunities for ongoing discourse with an extended learning community in the Faculty of Education doctoral program, consisting of fellow graduate students and members of the faculty. Students will prepare manuscripts for publication, present and receive feedback from fellow classmates and the instructor, and make relevant improvements.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	-	100%	Peperiksaan	-	-
<b>Assessment Method</b>	:	Continuous Assessment	-	100 %	Examination	-	-
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### Rujukan Terpilih / Selected References

- Mills, G. E. & Gay. L.R. (2015). *Educational Research: Competencies for Analysis and Applications*. Pearson: London
- Hatcher, L. (2013). *Advanced Statistics in Research: Reading, Understanding, and Writing Up Data Analysis Results*. Shadow Finch Media: MI
- Reid, A. D., Hart, E. P., & Peters, M. A. (Eds.). (2013). *A companion to research in education*. Springer.

#### PWA8001 Kaedah Penyelidikan Kuantitatif dalam Pendidikan (3 Kredit)

#### *PWA8001 Quantitative Research Approaches in Education (3 credit)*

Pelajar akan mempelajari perkara-perkara penting dalam menggubal penyelidikan kuantitatif bagi membolehkan calon menyediakan suatu cadangan penyelidikan yang mantap. Tajuk yang akan dibincangkan dalam kursus ini termasuk pemilihan dan definisi sesuatu masalah, menyediakan dan menilai sesuatu rancangan penyelidikan; pemilihan sampel dan alat pengukuran yang bersesuaian, penerangan reka bentuk penyelidikan kuantitatif serta pertimbangan etika dan perundangan dalam menjalankan kajian. Kursus ini akan meninjau reka bentuk penyelidikan kuantitatif yang spesifik seperti kaedah tinajuan, kaedah kausal-komparatif, kaedah eksperimental, kaedah korelasi; dan seterusnya.

*In this course, candidates will be exposed to advanced quantitative methods in educational research so they can demonstrate practical understanding of those techniques. The course will explore several methods and techniques in quantitative research such as sampling, data gathering techniques, design procedures, measurement and instrumentation, as well as ethical and legal considerations in conducting quantitative research. The course will also deal in-depth with research issues on validity and reliability, the survey method, experimental method, causal-comparative, correlational survey, and so forth*

<b>Kaedah Penilaian</b>	:	Kerja Kursus	-	70 %	Peperiksaan	-	30 %
<b>Assessment Method</b>	:	Assignment	-	70 %	Examination	-	30 %
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### Rujukan Terpilih / Selected References

- Guo, S. & Fraser, M. W. (2014). *Propensity Score Analysis: Statistical Methods and Applications*. Sage Publications: Washington
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. London: Sage.(Fourth Edition)
- Fraenkel, J. & Wallen, N., (2014). *How to Design and Evaluate Research in Education*. Ohio: McGraw Hill Education.
- Kaplan, D. (Ed.). (2004). *The Sage handbook of quantitative methodology for the social sciences*. London: Sage.
- Kerlinger, F. N. (2000). *Foundations of behavioral research*. New York: Holt, Rinehart & Winston.
- Lewis-Beck, M. S., Bryman, A., & Liao, T. F. (2004). *The Sage encyclopedia of social science research methods*. London: Sage

**PWA8002 Statistik Lanjutan dalam Penyelidikan Pendidikan (3 Kredit)**  
**PWA8002 Advanced Statistics in Educational Research (3 credit)**

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Kursus ini menyediakan pelajar dengan kemahiran untuk menganalisis data daripada penyelidikan pendidikan. Pelajar akan mendapat pendedahan tentang explorasi data deskriptif, statistik inferensi, ujian korelasi dan regresi linear mudah dan statistik tak berparameter. Perisian komputer akan digunakan semasa menganalisis data.

*This course provides students with skills to analyze data from educational research. Students will gain exposure on data exploration descriptive, inferential statistics , test correlation and simple linear regression and nonparametric statistics . Computer software will be used when analyzing the data.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan – 70 %	Peperiksaan – 30 %
<b>Assessment Method</b>	:	Continuous Assessment – 70 %	Examination – 30 %
<b>Bahasa Pengantar</b>	Bahasa Melayu, Bahasa Inggeris		
<b>Medium of Instruction</b>	<i>Malay, English</i>		

**Rujukan Terpilih / Selected References**

- Cheung, M.W-L. (2015). *Meta-Analysis: A Structural Equation Modeling Approach*. Wiley: UK
- Bluman, A.G. (2012). *Elementary statistics: A step by step approach(8th edition)*. New York:McGraw Hill.
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- Chua, Y.P. (2006). *Asas Statistik Penyelidikan Buku Dua*. Kuala Lumpur: McGraw Hill.
- Field, A. (2009). *Discovering statistics using SPSS*. London: SAGE Publication.

**PWA8003 Analisis Data Multivariat (3 Kredit)**  
**PWA8003 Multivariate Data Analysis (3 credit)**

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Kursus ini direkabentuk untuk membantu pelajar mengaplikasikan teknik analisis multivariate dalam penyelidikan. Kursus ini bermula dengan penghuraian konsep dari algebra matrik dan perbincangan ciri-ciri taburan normal multivariate. Regresi multipel dan regresi multivariat juga dibincang. Perbandingan pelbagai variabel antara kumpulan; kaedah menguji perbezaan min dan kovarians juga akan diperkenalkan. Analisis diskriminan dan kaedah analisis kelasifikasi juga akan diperkenalkan. Kursus ini akhir dengan perbincangan analisis komponen principal dan analisis faktor.

*The course is designed to assist students in applying multivariate on analysis techniques for research in education. The course begins with a review/introduction to basic concepts from matrix algebra and a discussion of the properties of the multivariate normal distribution. Multiple regression is briefly reviewed and multivariate regression is mentioned. The class then discusses methods for comparing groups on several variables; methods for testing for differences of means and covariances will be introduced. Discriminant analysis and classification analysis methods are then introduced. The course concludes with a discussion of principal components analysis and factor analysis.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan – 70 %	Peperiksaan – 30 %
<b>Assessment Method</b>	:	Continuous Assessment – 70 %	Examination – 30 %
<b>Bahasa Pengantar</b>	Bahasa Melayu, Bahasa Inggeris		
<b>Medium of Instruction</b>	<i>Malay, English</i>		

**Rujukan Terpilih / Selected References**

- Field, A. (2013). *Discovering statistics using SPSS*. London: SAGE Publication.
- Chua, Y.P.(2013) *Mastering Research Statistics*. Kuala Lumpur:McGraw Hill
- Lomax,R.& Vaughn D.L.(2012). *An introduction to statistical concepts*. 3rd edition. New York:Routledge.
- Rencher, A.C. (2010). *Methods of Multivariate Analysis, Second Edition*, Wiley: London
- Stevens, J.P.(2009). *Applied Multivariate Statistics for the Social Sciences*. Lawrence Erlbaum Associates.
- Latin,P. Caroll, A & Green, T. (2008). *Analyzing Multivariate*. Duxbury.

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**PWA8004 Analisis Struktur Latent (3 Kredit)**  
**PWA8004 Latent Structure Analysis (3 credit)**

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Kursus ini memperkenalkan model variable latent dan kemahiran confirmatory factor analysis, structural equation models, dan lanjutan latent model-model tersebut. Analisis struktur latent adalah kaedah yang melibatkan variabel latent dan manifest. Variabel manifest boleh diperhatikan dan Variabel latent adalah konstruk teori dan tidak dapat ‘diperhatikan’. Jangkaan, kovarians, regresi, maximum likelihood estimation, generalized least squares, path analysis, confirmatory factory analysis, measurement models, and structural equations juga terlibat. Pelajar akan dapat melukis model dan menulis model sebagai satu sistem persamaan, menulis dan run program serta menginterpretasikan keputusan analisis.

*This course will introduce latent variable models, and confirmatory factor analysis, structural equation models skills and latent class extensions of these models. Latent structure analysis is a general class of methods that involve manifest and latent variables that are continuous or categorical. Manifest variables are observed and are usually used as measures of the latent variables. Latent variables are not observed and are the constructs of interest in a theory. Expectations, covariance, regression, maximum likelihood estimation, generalized least squares, path analysis, confirmatory factory analysis, measurement models, and structural equations. You will learn how to diagram the model, write it as a system of equations, write and run a program, and interpret the results.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30 %
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30 %
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

**Rujukan Terpilih / Selected References**

- Finch, W.H. & French, B. F. (2015). *Latent Variable Modeling with R*. Routledge: NY
- Beaujean, A. A. (2014). *Latent Variable Modeling Using R: A Step-by-Step Guide*. Routledge: NY
- Berkana, M. (2013). Latent Variable Modeling and Applications to Causality. Springer: NY
- Kline, R.B.(2010). *Principles and Practice of Structural Equation Modeling, 3rd edition*. New York: The Guilford Press
- Schumaker, R. & Lomax, R. (2010). *A Beginner's Guide to Structural Equation Modeling*: Third Edition. London: Routledge.
- Bryne, B. (2009). *Structural Equation Modeling With AMOS: Basic Concepts, Applications, and Programming, Second Edition*. London: Routledge.
- Hoyle, R.C.(1995). *Structural Equation Modeling: Concepts, Issues, and Applications*. Thousand Oaks, CA: Sage Publications. Testing Bollen, K.A..

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**PWA8005 Keadah Penyelidikan Kualitatif dalam Pendidikan (3 Kredit)**  
**PWA8005 Qualitative Research Approaches in Education (3 credit)**

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Kursus ini memperkenalkan kepada pelajar beberapa prinsip kaedah penyelidikan kualitatif. Ia akan meniliti secara mendalam beberapa isu berhubungkait dengan perbezaan antara pelbagai rekabentuk yang terdapat dalam kajian kualitatif seperti kajian kes, etnografi, fenomenologi dan lain-lain. Pelajar berpeluang untuk merangka pernyataan masalah, objektif dan soalan kajian, pemilihan sampel dan mengenalpasti pelbagai cara yang digunakan dalam pungutan data kualitatif seperti temubual, pemerhatian, analisis dokumen. Pelajar juga akan didedahkan dengan pelbagai isu yang berkaitan dengan kajian kualitatif seperti etika penyelidikan, kesahan dan kebolehpercayaan. Bagi membolehkan pelajar mendapat kemahiran secara praktikal, mereka dikehendaki menghasilkan satu cadangan penyelidikan yang menggunakan rekabentuk kajian kualitatif.

*This course introduces students to the principles of qualitative research methods. It examines in depth issues relating to differences between various the qualitative research methods such as case study, ethnography, phenomenology etc. in terms of philosophical foundations, theoretical framework and data collection. Specific focus will be given on the training in question development, selection of sampling strategy, determination of data collection techniques such as interviewing, making observation, and document analysis, etc. Students will also be exposed to issues related to qualitative research methodology such as ethical issues, validity and reliability. Scholarly presentation and writing of qualitative research proposal will also be reviewed.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30 %
<b>Assessment Method</b>	:	<i>Continuous Assessment</i>	–	70 %	<i>Examination</i>	–	30 %
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	<i>Malay, English</i>					

#### Rujukan Terpilih / Selected References

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd, ed.). LA: Sage Publication.
- Udo Kuckartz, (2014). *Qualitative Text Analysis A Guide to Methods, Practice and Using Software*. Sage Publications: NY
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2012). *Handbook of qualitative research*. California: Sage.(4th Edition)
- Flick, U., Kardoff, E. V., & Steinke, I. (2004). *A companion to qualitative research*. London: Sage.
- Seale, C., Gobo, G., Gubrium, J. F., & Silverman, D. (Eds.) (2004). *Qualitative research practice*. London: Sage.
- Silverman, D. (Ed.). (2004). *Qualitative research: Theory, method & Practice*. London: Sage.

#### PWA8006 Teori dan Amalan dalam Kurikulum (3 Kredit)

#### PWA8006 Theory and Practice in Curriculum (3 credit)

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Tokoh-tokoh dalam teori kurikulum telah menulis secara meluas dan pelbagai tentang klasifikasi pemikiran kurikulum. Kursus ini meneliti secara kritikal teori kurikulum dengan memberi perhatian kepada pengaruh-pengaruh ideologi, politik, sosial, budaya, psikologi, epistemologi serta pegangan agama dan falsafah. Tumpuan ialah kepada perspektif awal kurikulum, perubahan fokus kurikulum yang dipengaruhi oleh pelbagai aliran (spt. Progresif, konstruktivisme), konsepsi pengetahuan dan perkembangan teknologi. Konsep tentang rekabentuk kurikulum dan perancangan kurikulum akan dibincangkan dengan terperinci dan juga berdasarkan kepada analisis perbandingan pelbagai bidang. Tumpuan juga diberi kepada masa depan kurikulum dengan merujuk kepada perkembangan globalisasi dan masyarakat berdasarkan pengetahuan.

*Curriculum theorists have written diversely and at length about the classification of different curriculum thought. This course critically reviews those curriculum theories in relation to the ideological, socio-political, cultural, psychological, epistemological influences including beliefs in religion and philosophy. Focus on early curriculum perspectives, changes on curriculum focus which were influenced by various schools of thought (e.g. Progressism, Constructivism), knowledge conception and technological development. The concept of curriculum design and curriculum planning will be discussed in detail and also will be based on a compararative analysis of the various fields. Attention is also given to the future curriculum with reference to globalization and knowledge based society*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30 %
<b>Assessment Method</b>	:	<i>Continuous Assessment</i>	–	70 %	<i>Examination</i>	–	30 %
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	<i>Malay, English</i>					

#### Rujukan Terpilih / Selected References

- Gordon, D. & Meyer, A. (2016). *Universal Design for Learning: Theory and Practice*. Cast Inc. MA
- Norlidah Alias, Abu Bakar Nordin, Saedah Siraj & Mohd Nazri Abdul Rahman. (2014). *Kurikulum: Satu Disiplin Yang Dinamik*. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Saedah Siraj, Norlidah Alias, Dorothy DeWitt & Zaharah Hussin. (2013). *Design and Developmental Research: Emergent Trends in Educational Research*. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Parkay, F.W., Hass, G. J. and Anctil, E. J. (2010). *Curriculum leadership: Ready for developing quality educational programs* (9th ed). Boston: Pearson Education.
- Omstein, A.C. & Hunkins, F.P. (2009). *Curriculum foundation: Principles and issues* (5th ed). Boston: Pearson Education.

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**PWA8007 Pelaksanaan dan Penilaian Kurikulum (3 Kredit)**  
**PWA8007 Curriculum Implementation and Evaluation (3 credit)**

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Kurikulum tidak boleh dianggap telah berakhir dengan penulisan dokumen. Malahan, ia adalah dokumen sementara yang memerlukan penambahbaikan. Oleh itu, tugas penilaian program dan kurikulum tidak akan berakhir apabila kurikulum dilaksanakan. Kursus ini direkabentuk untuk memenuhi keperluan khusus para pendidik dari pelbagai bidang pengkhususan – Pendidikan Bahasa, Kurikulum dan Pengajaran, Matematik dan Sains, dan Sains Sosial. Pelajar akan membina kemahiran dalam merancang pelaksanaan dan penilaian bagi penambahbaikan mutu kurikulum dalam pelbagai bidang. Tumpuan perbincangan meliputi teori, model dan pendekatan dalam pelaksanaan dan penilaian kurikulum, pemantauan pelaksanaan kurikulum, penaksiran impak program dan analisis faedah progam. Asas pengetahuan yang diberikan dalam kursus ini membolehkan pelajar membuat aplikasi ke dalam bidang tertentu.

*A curriculum should never be considered a final draft. Rather, it is an interim document awaiting further improvement. The task of curriculum and program evaluation, therefore, does not end when a curriculum is implemented. This course is designed to meet the specific needs of educators through specialization in several areas – Language Education, Curriculum and Instruction, Mathematics and Science Education, and Social Sciences. Students will develop skills in planning the implementation and evaluation towards the improvement of curriculum quality for various disciplines. Discussions are focused on theories, models and approaches of curriculum implementation and evaluation, impact assessment of the program and analysis on the program benefits, curriculum improvement and decision making process. Basic knowledge gained from this course will benefit the students when applied to their respective fields.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30 %
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30 %
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

**Rujukan Terpilih / Selected References**

- Glatthorn, A.A. & Boschee, F.A. (2015). *Curriculum Leadership: Strategies for Development and Implementation*. Sage publications: LA
- Norlidah Alias, Abu Bakar Nordin, Saedah Siraj & Mohd Nazri Abdul Rahman. (2014). *Kurikulum: Satu Disiplin Yang Dinamik*. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Saedah Siraj, Norlidah Alias, Dorothy DeWitt & Zaharah Hussin. (2013). *Design and Developmental Research: Emergent Trends in Educational Research*. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Parkay, F.W., Hass, G. J. and Anctil, E. J. (2010). *Curriculum leadership: Ready for developing quality educational programs* (9th ed). Boston: Pearson Education.
- Omstein, A.C. & Hunkins, F.P. (2009). *Curriculum foundation: Principles and issues* (5th ed). Boston: Pearson Education

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**PWA8008 Rekabentuk dan pembangunan sistem pengajaran (3 Kredit)**  
**PWA8008 Design and development of instructional systems (3 credit)**

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Kursus ini memberi pendedahan kepada pelajar berkenaan prinsip-prinsip, konsep dan penyelidikan berkaitan bidang Rekabentuk Teknologi Pengajaran (IDT). Topik-topik yang dibincangkan termasuk: prinsip-prinsip, model, proses dan penyelidikan dalam bidang Rekabentuk Teknologi Pengajaran (IDT).

*This course expose students to the principles, concepts and research related to the field of Instructional Design and Technology (IDT). Topics include: principles of instructional design and technology (IDT), instructional design models, instructional design and development processes, and research related to IDT.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	100 %	Peperiksaan	–	-
<b>Assessment Method</b>	:	Continuous Assessment	–	100 %	Examination	–	-
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

## Rujukan Terpilih / Selected References

- Piskurich, G.M. (2015). *Rapid Instructional Design: Learning ID Fast and Right*. Wiley: NJ
- Spector, J.M., Merrill, D. M., Elen, J. and Bishop, M.J. (2014). *Handbook of Research for Educational Communications and Technology*. New York: Springer.
- Kapp, K.M. (2012). *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education*. Wiley: San Francisco
- Morrison, G., Ross, S. & Kemp, J. (2007). *Designing effective instruction*. New York: John Wiley and Sons.

## PWA8009 Teori dan Penyelidikan dalam Pembelajaran dan Teknologi (3 Kredit)

### PWA8009 Theory and Research on Learning and Technology (3 credit)

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Kursus ini akan bincang kedudukan teori dan penyelidikan pendidikan berdasarkan persekitaran pembelajaran yang berbeza (semuka; blended dan atas talian). Kedudukan teori yang berbeza ini akan digunakan untuk memahami bagaimana pelajar belajar dan bagaimana rekabentuk pengajaran akan impak pembelajaran. Kursus ini juga akan meneliti pendekatan teori dan kaedah untuk menyelidik pembelajaran pelajar dalam setting yang berlainan.

*This course will discuss major theoretical positions and research on learning, in different learning environments (face-to-face, blended and online). The different theoretical positions will be used to understand how students learn, and how different instructional designs can impact student learning. It will also examine theoretical and research approaches to investigating students' learning in different settings..*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

## Rujukan Terpilih / Selected References

- Spector, J.M., Merrill, D. M., Elen, J. and Bishop, M.J. (2014). *Handbook of Research for Educational Communications and Technology*. New York: Springer.
- Karagiannidis, Charalampos, Politis, Panagiotis, Karasavvidis, Ilias (Eds.) (2014). *Research on e-Learning and ICT in Education Technological, Pedagogical and Instructional Perspectives*. Springer: NY
- Clark, R. C., & Mayer, R. E. (2011). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* (3rd Edition) San Francisco, CA: John Wiley & Sons.
- Jonassen, D. H. (Ed.). (2004). *Handbook of research on educational communications and technology*. New York: Taylor & Francis.
- Bransford, J.D., Brown, A. L., & Cocking, R.R. (Eds). (2002). *How people learn: Brain, mind, experience, and school*. Washington , D.C. : National Academy Press.

## PWA8010 Penilaian Pembelajaran (3 kredit)

### PWA8010 Assessment of Learning (3 credit)

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Kursus ini akan melihat pada latar belakang sejarah dan pembangunan teori dan prinsip penilaian (AfL, formatif, sumatif, alternatif dan holistik) dan bagaimana semua ini membawa impak kepada pembelajaran pelajar. Pelajar akan ulas literatur dan tren penilaian secara kritikal agar dapat extrapolate pengetahuan ini untuk menentukan tren rekabentuk penyelidikan berkaitan penilaian masa akan datang. Pelajar juga akan didekahkan kepada aktiviti rekabentuk dan penilaian untuk mempertingkatkan pembelajaran pelajar dalam aspek penilaian bilik darjah.

*In this course, the historical background and the development of assessment theories and principles (AfL, formative, summative, alternative, holistic) and how this impact student learning will be discussed. Students will critically review research and trends in assessment and to extrapolate this knowledge to examine and design research on future trends in assessment. The students will also be exposed to designing and evaluating assessment activities that would enhance student learning while keeping in mind practical aspects of assessment in the classrooms.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### Rujukan Terpilih / Selected References

- McMillan, J.H. (2013) *Classroom Assessment: Principles & Practice for Effective Standards-Based Instruction* (6th. Ed). Pearson.
- Griffin, P. & Care, E. (2014). *Assessment and teaching of 21 st Century skills: Methods and Approach (education Assessment in and Information Age)*. Springer.
- Chappuis, J., Stiggins, R.J., Chappuis, S. & Arter, J.A. (2011). *Classroom Assessment for Student Learning: Doing It Right – Using It Well* (2nd. Ed). Pearson

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#### PWA8011 Seminar kedoktoran dalam Amalan Profesional dalam Pengurusan Pendidikan (3 kredit) PWA8011 Doctoral Seminar on Professional Practices in Educational Management (3 credit)

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Kajian Terbimbing Kedoktoran (KTK) ini adalah satu kursus yang direka khas untuk pelajar untuk menulis disertasi, artikel jurnal dan menjalankan penyelidikan dengan kendiri.

*This Doctoral Seminar on Professional Practices (DSPP) is a course specially designed to prepare the candidate how to write thesis, academic articles and undertake research projects independently.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### Rujukan Terpilih / Selected References

- Aitchison, C. & Guerin, C. (2014). *Writing Groups for Doctoral Education and Beyond: Innovations in practice and theory*. Routledge: NY
- Trombley, W.H., & Sallo, T., (2012) *American Higher Education: Journalistic and Policy Perspectives From National CrossTalk*. California: The National Centre for Public Policy and Higher Education
- Spring, J. (2013, 5th ed) *Political Agendas for Education, From Race to the Top to saving the Planet. Series- Sociocultural, Political, and Historical Studies in Education*: Routledge
- Creswell, J. W. (2004). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage
- Lewis-Beck, M. S., & Bryman, A., & Liao, T. F. (2004). *The Sage encyclopedia of social science research methods*. London: Sage.
- Bell, L. and Stevenson, H. (2006) *Education Policy, Process, Themes and Impacts*. London and New York: Routledge.

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#### PWA8012 Falsafah Pengurusan dan Organisasi (3 Kredit) PWA8012 Philosophy of Management and Organization (3 credit)

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Kursus ini membincangkan proses pembinaan falsafah pengurusan organisasi dari perspektif Barat dan Timur. Kajian perbandingan dibuat antara falsafah yang mendasari sistem ekonomi utama dunia seperti kapitalis dan sosialis dengan falsafah yang diamalkan oleh mazhab-mazhab pengurusan Barat seperti klasik, behavioral, sistem, dan contingency. Perbincangan juga mencakupi tokoh-tokoh falsafah terkemuka Barat dan Timur. Kursus ini menjurus kepada proses pembinaan falsafah pengurusan organisasi yang relevan kepada bidang pendidikan menerusi pengubahsuaian unsur-unsur model pengurusan dan kepimpinan.

*The process of developing organizational management philosophy will be discussed, utilizing the Western and Eastern perspectives. It involves comparative studies between the philosophies that underpinned world's major economic systems such as capitalist and socialist, and the philosophies of classical, behavioural, systems, and contingency schools of management. The contributions of leading Western and Eastern philosophers are discussed. Management and organization theories are synthesized to develop relevant philosophy and model for educational management and leadership*

<b>Kaedah Penilaian</b>	: Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	: Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	: Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	: Malay, English					

#### Rujukan Terpilih / Selected References

- Sergiovanni, T. (2012). *Rethinking leadership*. Illinois: Merrill Prentice Hall.
- Paul Griseri. (2013). *An Introduction to the Philosophy of Management*. London: Sage Publishing.
- Helin, J., Hernes, T., Hjorth, D., & Holt, R. (2014). *The Oxford Handbook of Process Philosophy and Organization Studies*. Oxford University Press: London
- Grint, Keith. (2000). *Leadership: Classical, Contemporary, and Critical Approaches*. Oxford Management Readers. Oxford: Oxford University Press.
- Sergiovanni, T. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.
- Burns, J.M. (1978). *Leadership*. New York: Harper and Row

#### PWA8013 Perancangan dan Dasar Pendidikan (3 Kredit)

#### PWA8013 Educational Planning and Policy (3 credit)

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Kursus ini membincangkan perancangan pembangunan makro dan mikro dalam sistem pendidikan di beberapa negara, khasnya di Malaysia. Rancangan-rancangan pembangunan dikaitkan dengan dasar-dasar pembangunan negara serta logistik dan mekanisme untuk menjayakan rancangan-dasar. Konsep dualiti, kitaran kembar, teori, dan falsafah perancangan dan dasar dikupas berdasarkan realiti bidang perancangan dan dasar. Isu-isu penting seperti aksesibiliti, ekuiti, kualiti, literasi, prestasi, kos-faedah, kos-keberkesanan, dan keseimbangan turut menjadi fokus perbincangan kursus. Isu-isu akan dikupas secara komparatif dengan negara-negara maju dan negara-negara sedang membangun. Beberapa kaedah statistik digunakan untuk membuat analisis. Kaedah kajian kes digunakan untuk meneliti sesuatu teori atau sesuatu isu di sekolah atau universiti.

*The discussion in this course focuses on development planning at the macro and micro levels of the education system of several countries including Malaysia. Discussion also incorporates the logistics and mechanics of planning and policy formulation, implementation, and evaluation. Brainstorming sessions deal with the duality of policy-planning, double cycle, development issues, relevant development theories, and policy paradigms based on the many issues and realities in the area of planning and policy. Important issues are accessibility, equity, quality, literacy, performance, cost-benefit, cost-effectiveness, and equilibrium. These issues are viewed comparatively between the advanced and developing countries. Several statistical methods are used for making various analyses. In addition, several case reports are used for examining certain theories or identifying developmental issues in schools or universities.*

<b>Kaedah Penilaian</b>	: Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	: Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	: Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	: Malay, English					

#### Rujukan Terpilih / Selected References

- Reimers, F. M. & Chung, C. K. (2016). *Teaching and Learning for the Twenty-First Century: Educational Goals, Policies, and Curricula from Six Nations*. Harvard Education Press: US
- Hussein Ahmad (2012) *Mission of Public Education in Malaysia. The Challenge of Transformation*
- Ministry of Education (2012) *Malaysian Education Blueprint 2013-2025*
- Ministry of Higher Education (2007) *National Higher Education Strategic Plan Laying the Foundation Beyond 2020*
- Malaysia (2004). *Laporan Ekonomi Tahun 2003*. Kuala Lumpur: Percetakan Negara.
- Sufean Hussin (2002). *Dasar Pembangunan Pendidikan Malaysia*. Kuala Lumpur: Dewan Bahasa & Pustaka
- Stein, T.J. (2001). *Social Policy and Policy Making*. New York: Columbia University Press.
- OECD. (1999). *Education Policy Analysis 1999*. Paris: OECD

**PWA8014 Inovasi dan Reformasi dalam Pendidikan (3 Kredit)**  
**PWA8014 Innovation and Reformation in Education (3 credit)**

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Kursus ini mencakupi topik-topik seperti konsep, model dan strategi inovasi pendidikan, reformasi pendidikan khususnya kepada perancangan, pentadbiran dan pengurusan pendidikan. Selain itu, pelajar juga dikehendaki menganalisis dan mengaplikasikan secara mendalam tentang polisi inovasi dan reformasi pendidikan yang telah dijalankan di Malaysia dan luar negara. Isu-isu inovasi dan reformasi dalam pendidikan juga dibincangkan seperti kesan globalisasi di tempat kerja, kesan globalisasi terhadap strategi pembaharuan, dan dalam globalisasi ekonomi, kesan globalisasi dalam mempraktikkan pendidikan dan sebagainya.

*This course includes topics such as concepts, models, and educational innovation and strategies, educational reform related to management and administration of education. Besides, students are also required to use advance analysis and application on the innovation and educational reform policies that have been conducted in Malaysia as well as the other countries. Discussion on issues related to innovation and reform will also include impact of globalization at work place, impact of globalization on renewal strategies , impact of globalization on education practices. Etc*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

**Rujukan Terpilih / Selected References**

- Dodgson, M., Gann, D. M., & Philips, M. (2014). *Oxford Handbook of Innovation Management*. Oxford: Oxford University Press.
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**PWA8015 Pembangunan Organisasi Pendidikan (3 Kredit)**  
**PWA8015 Organizational Development in Education (3 credit)**

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Kursus ini mencakupi topik-topik seperti pembangunan iklim fizikal dan imej, pembangunan budaya kerja, pembangunan proses dan mekanisme kerja, peningkatan motivasi kerja, peningkatan kualiti kerja, peningkatan prestasi staf, dan peningkatan prestasi organisasi. Kursus ini turut membincangkan metafora-metafora penting yang relevan dengan organisasi pendidikan, teori-teori organisasi dari sudut sosiologi dan psikologi, dimensi kualiti dan prestasi organisasi pendidikan, diagnosis masalah organisasi, dan analisis keperluan pembangunan organisasi. Kaedah kajian tindakan digunakan sebagai kaedah objektif untuk memperoleh data pembangunan dan mengambil tindakan pembetulan segera secara kolektif.

*This course will focus on the developments/ improvements of physical climate and image, work culture, work process and operational mechanisms, job motivation,, job quality improvement, staff performance improvement, and organizational performance improvement. Discussion includes important metaphors relevant to educational organizations, related sociological and psychological theories of educational organizations, various dimensions of quality and performance of staff, diagnostic methods of analyzing various categories of organizational problems, and needs analysis in OD. The action research method will be used to obtain empirical data necessary for OD process through teamwork*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

**Rujukan Terpilih / Selected References**

- Bolman, L.G. & Deal, T. E. (2013). *Reframing Organizations: Artistry, Choice, and Leadership* 5th

- Edition Jossey Bass: San Francisco
- Donald L. Anderson. (2014). *Organization Development: The process of leading organizational change*. Thousands Oak, CA: Sage Publications, Inc.
  - Cummings T. G & Worley, C. G (2015, 10th edition) *Organizational Development and Change*. Stamford: Cengage Learning.
  - French, W.L., Bell, C.H., & Zawacki, R.A. (2004). *Organization Development and Transformation: Managing Effective Change*. 6th ed. Englewood Cliffs: Prentice-Hall.
  - Glanz, J. (2003). *Action Research: An Educational Leader's Guide to School Improvement*. Norwood: Christopher-Gordon Publishers.
  - Kaplan, R.S., & Norton, D. P. (2004). *Strategy Maps: Converting Intangible Assets into Intangible Outcomes*. Boston: Harvard Business School Publishing.

### **PWA8016 Governan dan Pengurusan Pendidikan Tinggi (3 Kredit)**

### **PWA8016 Governance and management of Higher Education (3 credit)**

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Kursus ini membincangkan falsafah dan matlamat penubuhan universiti dan kolej sebagai institusi sosial yang mengutamakan kemajuan ilmu dan tamadun. Perbincangan juga berfokus kepada model-model governan dari sudut politik, pengagihan kuasa, tekanan kumpulan berkepentingan, autonomi budaya ilmu liberal, dan survival berterusan universiti dan kolej. Ubah ansur model governan seperti model akademik klasik, model berpusatkan negeri, model demokratik, dan model berpusatkan pasaran dibincangkan menurut daya tekanan oleh pelbagai kumpulan berkepentingan. Sistem, konsep, teori, prinsip, dan pendekatan pengurusan dibincangkan menurut konteks penubuhan universiti dan kolej. Analisis struktur organisasi dibuat untuk memahami interaksi antara governan dan pengurusan dari peringkat canselor hingga ke fakulti dan jabatan. Analisis perlembagaan dan statut-statut dibuat untuk memahami dengan terperinci mekanisme operasi akademik dan perkembangan akademik serta perkara-perkara yang mengawal pengajian pelajar. Perbincangan dan kerja praktik secara kajian kes atau kajian tindakan mencakupi perancangan pembangunan universiti dan kolej.

*This course discusses philosophies and aims regarding the establishment of universities and colleges as social institutions that stress on the advancement of civilization and knowledge progress. Discussion also focuses on various models of governance within the context of politics, distribution of power, competing demands of many interest groups, autonomy of liberal academic culture, and continuous sustenance of universities and colleges. Evolution of governance involves discussion on the classic academic model, state-oriented model, democratic model, and market-oriented model in relation to various demands of stakeholders and interest groups. Management system, concepts, theories, principles, and approaches are deliberated within the context of university or college establishment. Several types of analyses such constitutional analysis, statute analysis, structural analysis, and academic programmed analysis are used for deriving a deep understanding on the roles and functions of various components of a university or college organization. The analyses also lead to a better understanding of the operational mechanism and academic developments in a university or college system. Discussions and case observations include planning of university or college development.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

### **Rujukan Terpilih / Selected References**

- Susan R. Pierce & Stephen Trachtenberg (2014) *Governance Reconsidered: How Boards, Presidents, Administrators, and Faculty Can Help Their Colleges Thrive.*, San Francisco: Jossey-Bass Publishers.
- Locke, W., Cummings, W. K., Fisher, D. (Eds.) (2011). *Changing Governance and Management in Higher Education*. Springer: NY
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- Baldridge, J.V. (1971). *Academic Governance: Research on Institutional Politics and Decision Making*. Berkeley: McCutchan Publishing.
- Marginson, S. & Considine, M. (2000, 2002). *The Enterprise University: Power, Governance and Reinvention in Australia*. Oakleigh, Australia: University of Cambridge Press.

- Middlehurst, R. (1993). *Leading Academics*. Buckingham: Society for Research into Higher Education & Open University Press.

**PWA8017 Analisis Komparatif Kewangan Sekolah (3 Kredit)**  
**PWA8017 Comparative analysis in School Finance (3 credit)**

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Kursus ini memberi tumpuan kepada topik tentang perkembangan dan isu-isu pembiayaan pendidikan di negara maju dan negara membangun. Konsep pelaburan dalam pendidikan dan kesan kepada pendapatan per kapita individu dan masyarakat, pendekatan pelaburan dalam pendidikan dan pembangunan sumber manusia terlatih, kos dan faedah pelaburan dalam pendidikan secara perbandingan, strategi dan kaedah pembiayaan pendidikan dan pengurusan kewangan sekolah di Amerika Syarikat, United Kingdom, Australia, Jepun, Malaysia, Thailand dan negara ASEAN yang lain akan dibincangkan. Isu-isu mengenai struktur dan strategi pembiayaan pendidikan dan proses dan kesan pengurusan kewangan sekolah di negara maju dan negara membangun juga turut dibincangkan.

*This course will concentrate on the development and the issues of financing education in the developing and developed countries. The topics to be discussed will include the concept of investment in education and the effect of it on the per capita income of the individual and the society: the investment on the education and training of human resources, comparative strategy and approaches of the costs and benefits in the investment in education and school financial management in USA, UK, Australia, Japan, Malaysia, Thailand, OECD and ASEAN countries. The strategic and structural issues in financing education and the process and the effects of the school financial management in the developed and developing countries will also be discussed.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

**Rujukan Terpilih / Selected References**

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- Wiseman, A. W. & Anderson, E. (2014). *Annual Review of Comparative and International Education 2014 (International Perspectives on Education and Society)*. Emerald Group Publishing Limited: UK
- Michael Kariwo, Tatiana Gounko and Musembi Nungu (Eds.) (2014). *A Comparative Analysis of Higher Education Systems Issues, Challenges and Dilemmas*. Sense Publishers: Rotterdam
- Shahril Marzuki. (2005). *Pembiayaan Pendidikan dan Pengurusan Kewangan Sekolah di Malaysia*, Kuala Lumpur: PTS
- Odden, A.R & Picus, I.O. (2000). *School Finance, A Policy Perspective*, Boston, Mc Graw Hill.
- Alexender, K., & Salmon , R.G. ( 1995). *Public School finance*, London, Allyn and Bacon.
- Burrup, P.E. et al. (1996). *Financing Education in a climate Of change*, London, Allyn and Bacon.

**PWA8018 Analisis Komparatif Undang-undang Pendidikan (3 Kredit)**  
**PWA8018 Comparative Analysis of Education Law (3 credit)**

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Kursus ini membanding dan membezakan perkembangan undang-undang pendidikan di Amerika Syarikat, United Kingdom dan Australia dari aspek: peranan pihak berkuasa untuk menyediakan peluang pendidikan yang saksama kepada semua warganegara; hak perlembagaan pelajar; hak perlembagaan guru; proses disiplin di sekolah mengikut peraturan sedia ada; ekuiti, gender; kewangan dan governan pendidikan. Kes kes kontraversi akan di analisis juga.

*The course compares and contrasts the development of education law in the United States of America, the United Kingdom and Australia from the perspective of: - the role of the authority in providing equitable education to all individuals; the constitutional rights of students and teachers; the disciplinary process; gender equity; finance and education law; and, educational governance, and controversial issues will also be analysed*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan – 70 %	Peperiksaan – 30%
<b>Assessment Method</b>	:	Continuous Assessment – 70 %	Examination – 30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris	
<b>Medium of Instruction</b>	:	Malay, English	

#### Rujukan Terpilih / Selected References

- McManus, J. R. (2012 3rd edition). *Education and the courts*. London: Jordan Publishing.
- Russo, C. J. (2013). *Yearbook of education law*. Dayton, OH: Education Law Association.
- Dayton, J. (2012). *Education Law: Principles, Policies & Practice*. Wisdom Builders Press: US
- Stewart, D J., & Knott, A. E. (2002). *Schools, courts and the law*. New South Wales: Prentice Hall.
- Vacca, R. (2008 7th edition). *Law and education: Contemporary issues and court decisions*.London: Matthew Bender and Company.

#### PWA8019 Politik Ekonomi dalam Pendidikan (3 Kredit)

#### PWA8019 Political Economics in Education (3 credit)

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Kursus ini membincangkan tajuk-tajuk; konsep dan teori politik dan ekonomi dalam pendidikan, hubungan simbolik politik dengan pendidikan, perkembangan pendidikan dengan perkembangan dan pengaruh politik dan ekonomi negara. Ini meliputi semua dasar terutama dasar bahasa, dasar ekonomi, dasar perpaduan negara dan dasar pengagihan pendapatan atau equity dan equality of opportunity (kesamarataaan) mengikut kaum, kumpulan etnik, negeri, daerah atau kawasan. Pembiayaan pendidikan dan peruntukan sumber pendidikan di pengaruhi oleh dasar ekonomi dan politik. Strategi menggunakan pendidikan untuk mencapai matlamat politik dan ekonomi (pengagihan pendapatan) dan perpaduan negara. Pendidikan dengan tenaga kerja terlatih, pendidikan dengan produktiviti, peranan dan pengaruh kumpulan pendesak seperti persatuan guru, parti politik, kumpulan NGO, persatuan majikan & pengilang dalam perkembangan pendidikan, autonomi universiti, kebebasan akademik, sistem kuota dan meritokrasi. Isu pendidikan seperti pengkorporatan, penswastaan dan pendidikan swasta akan dibincangkan dan akhir sekali kursus ini juga akan menyentuh proses penggubalan beberapa Akta Pendidikan dan isu reformasi pendidikan yang berkaitan dengan perkembangan politik dan ekonomi negara.

*The course will discuss the following topics: The concepts and economic-political theories in education, The relationship between the political symbolic with the education, The effect of educational development towards the political and economic of the nation: This would be included the language policy, The New Economic Policy, The National Integration Policy and The Income Distribution Policy or Equity based on the ethnic groups and races, district and area, The political-economic policy and its effect on the financing and resource distribution in education. The education strategy to achieve the political and economic goals and the income distribution and national integration. Education and Human Resources, Education and productivity, The role and the influences of the pressure groups such as; Teachers Unions, Political Parties, NGO groups, Employers and Manufacturer Unions in the system, and Educational issue such as corporatization and privatization and private education, lastly its will discuss the political-economic in education which has influence on the formation of the Education Act and the education Reform.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan – 70 %	Peperiksaan – 30%
<b>Assessment Method</b>	:	Continuous Assessment – 70 %	Examination – 30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris	
<b>Medium of Instruction</b>	:	Malay, English	

#### Rujukan Terpilih / Selected References

- Spring, J. (2015). *Economization of Education: Human Capital, Global Corporations, Skills-Based Schooling*. Routledge: London
- Francesca Ashurst and Couze Venn (2014) *Inequality, poverty, education: A political economy of school exclusion*, New York; Palgrave Macmillan
- Mark Gradstein, Moshe Justman and Volker Meier (2014). *The Political Economy of Education: Implications for Growth and Inequality* MIT Press: US
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- M. Bakri Musa (2002) *An Education System Worthy of Malaysia, Strategic Information Research Development*, Malaysia

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- Thomas, R. M. (Ed.) (1995). *Politic & Education: Cases from Eleven Nations*, Oxford, Pergamon Press.
- Shahril Marzuki dan Habib Mat Som. (1999). *Isu Pendidikan di Malaysia*, Kuala Lumpur, Utusan Publication & Distribution

### **PWA8020 Resolusi Konflik dalam Pengurusan Pendidikan (3 Kredit)**

#### **PWA8020 Conflict Resolution in Educational Management (3 credit)**

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Kursus ini akan meneliti isu-isu perundangan yang berkait dengan konflik dalam pengurusan pendidikan. Kursus ini juga akan membincangkan kesan, strategi dan cara mengatasi konflik dalam pelbagai keadaan dalam organisasi pendidikan . Kajian kes melibatkan langkah mengenal pasti asal-usul konflik; isu perundangan yang timbul; pendekatan yang digunakan untuk menyelesaikannya; perlindungan; intervensi perundangan; dan, mekanisme resolusi konflik. Analisis penyelidikan yang dijalankan dalam bidang ini akan dijalankan.

*The course examines legal issues that are related to conflicts in educational management. Case studies include the identification of sources of conflict; legal issues that arises; alternative approaches to resolve these conflicts; protection; legal interventions; and the conflict resolution mechanism. The course would also analyze research that has been conducted in the area.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan – 70 %	Peperiksaan – 30%
<b>Assessment Method</b>	:	Continuous Assessment – 70 %	Examination – 30%
<b>Bahasa Pengantar</b>		Bahasa Melayu, Bahasa Inggeris	
<b>Medium of Instruction</b>		Malay, English	

#### **Rujukan Terpilih / Selected References**

- Caspersen, D. & Elffers, J. (2015). *Changing the Conversation: The 17 Principles of Conflict Resolution*. Profile Book Ltd.: London
- Nathan L. Exxex (2015). *School Law and the Public schools: A Practical Guide for Educational Leaders* (6th edition). The Pearson Educational Leadership series. ISBN-13: 978-0133905427
- Russo, C. J. (Ed.). (2014). *The yearbook of education law 2014*. Dayton, OH: Education Law Association.
- Stuckey, R. (2007) *Best Practices for Legal Education*. USA: Clinical Legal Education Association
- Lawrence, C. E., & Vachon, M.K. (2001). *The marginal teacher: A step-by-step guide to fair procedures for identification and dismissal*. Thousand Oaks, CA: Corwin.
- Lawrence, C. E., & Vachon, M. K. (2003). *How to handle staff misconduct: A practical guide for school principals and supervisors*. Thousand Oaks, CA: Corwin.

### **PWA8021 Etika Pengurusan Pendidikan (3 Kredit)**

#### **PWA8021 Ethics in Educational Management (3 credit)**

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Kursus ini membincangkan cara mempertingkatkan keberkesanan pengurusan dan etika kerja dengan menumpukan perhatian tentang isu etika pengurusan dalam organisasi pendidikan (management ethics in educational organization). Konsep-konsep etika tentang salah, betul dan saksama dalam tindakan dan membuat keputusan bagi menangani masalah, isu dan konflik di dalam organisasi pendidikan adalah persoalan utama yang menjadi tajuk-tajuk perbincangan. Konsep-konsep etika dan moral adalah berasaskan kepada ajaran-ajaran agama dan falsafah secara perbandingan yang berteraskan agama Islam, Kristian, Buddha, Hindu dan pandangan falsafah seperti pragmatisme, fundamentalisme, existentialisme dan lain-lain. Kursus ini juga akan menekankan bagaimana pemimpin pendidikan dapat memperkuatkhan keutuhan proses pengurusannya yang berteraskan agama dan beretika agar dapat mencegah dan mengelak dari menyalah guna kuasa, rasuah, pertimbangan yang tidak adil, diskriminasi dan keputusan yang bertentangan dengan norma masyarakat, dan etika dalam proses dan membuat keputusan dalam organisasi pendidikan.

*The course will focus on an enhancement of ethics and moral values in educational organization. The ethical concepts of right, wrong and equity in an action and decision-making to resolve the problems. The*

*issues and conflicts in educational organization would be discussed in details. Discussion will also be based on a comparative analysis of the various religion and philosophies such as pragmatism, fundamentalism and existentialism. The course will also emphasize on how the educational leadership could apply ethics and moral values in improving the integrity of the educational organization and work quality.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### Rujukan Terpilih / Selected References

- Rebore, R. W. (2014). *The Ethics of Educational Leadership*. Allyn & Bacon: NY
- Brooks, R. Riele, K.t. Maguire, M. (2014). *Ethics and Education Research*. Sage Publications: NY
- Patrick, J. A., & Quinn, J.F. (2011). *Management ethics: Integrity at work*. Thousand Oaks, CA: Sage
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#### PWA8022 Penilaian Psikologi dan Diagnosis (3 Kredit)

#### PWA8022 Psychological Assessment and Diagnosis (3 credit)

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Kursus ini dibentuk dengan tujuan untuk memberikan gambaran yang menyeluruh mengenai prinsip dan kaedah pentaksiran dan pengukuran psikologi termasuk kaedah pemerhatian, interbiu, analisis tingkahlaku dan ujian psikologi sebagai kaedah untuk sampai kepada analisis individu yang komprehensif dan pembinaan perancangan rawatan. Melalui kursus ini pelajar mengembangkan kemahiran dalam pemilihan dan penilaian ujian psikologi (personaliti, minat dan aptitud), integrasi kaedah berbagai model dan dalam penulisan laporan. Tajuk-tajuk yang disentuh dalam kursus ini juga akan meliputi diagnosis dan aplikasi teori, teknik dan alat pengukuran dalam Psikologi Kaunseling. Pertimbangan khusus mengenai pengelasan status dan ciri-ciri psikologi akan meliputi analisis temperamen DSM-IV, analisis dan lain-lain kaedah penyelidikan yang digunakan untuk mengintegrasikan pentaksiran dan pilihan rawatan.

*This course provides an overview of the principles and methods of psychological assessment including observational methods, interviewing, behavioural analysis, and standardized psychological testing as a means to arriving at a comprehensive individual analysis and of creating a treatment plan. Students develop skills in selection and evaluation of psychological test (personality, interest, and aptitude), integration of multi-modal assessment methods, and report writing. This course will also cover diagnosis and application of theories, techniques and assessment tools in Counselling Psychology. Special consideration of classification of psychological states and characteristics include DSM-IV temperament, analysis, and other research methods of integrating assessment and treatment alternatives.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### Rujukan Terpilih / Selected References

- American Psychiatric Association. (2013). *DSM-V-TR: Diagnostic and statistical manual of mental disorders*. Washington, DC: American Psychiatric Publishing.
- Groth-Marnat,, G (2014). *Handbook of Psychological Assessment*. Wiley: NY
- Bram, A. D. & Peebles, M.J. (2014). *Psychological Testing That Matters: Creating a Road Map for Effective Treatment*. APA: Washington
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### **PWA8023 Terapi Perkahwinan dan Keluarga (3 Kredit)**

#### **PWA8023 Marriage and Family Therapy (3 credit)**

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Kursus ini memberikan fokus yang mendalam kepada asas teori terapi keluarga. Penekanan diberikan kepada teori sistem dan perkembangan teori terkini dengan memberikan penekanan khusus kepada (a) struktur dan perkembangan keluarga normal dan tidak berfungsi, dan (b) pelbagai teori berdasarkan intervensi ke atas pasangan dan keluarga. Tatanama (nomenclature) dan konsep yang khusus kepada keluarga adalah ditekankan. Kandungan kursus meliputi tinjauan sejarah perkembangan terapi keluarga, model-model utama, berbagai isu mengenai terapi keluarga, dan penyelidikan mengenai amalan kauseling dan psikoterapi keluarga. Perspektif berbagai budaya dan gender keatas kehidupan berkeluarga adalah diintegrasikan dalam kandungan kursus.

*This course will make an in-depth focus on the theoretical foundations of family therapy. Emphasis is placed on systems theory and recent theoretical developments with particular emphasis on (a) normal and dysfunctional family structure and development, and (b) various theory-based interventions with couples and families. Nomenclature and concepts particular to family are stressed. Course content covered includes an overview of the historical development, major models, and diversity issues related to family therapy, theory, research, and practice on marital and family counselling and psychotherapy. Multicultural and gender perspectives on family life are integrated in the course content.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

#### **Rujukan Terpilih / Selected References**

- Wetchliller, J.L., & Hecker, L.L. (2014). *An Introduction to Marriage and Family Therapy*. Routledge: London.
- Bitter, J.M. (2014). *Theory and Practice of Family Therapy and Counseling*. Brooks/Cole: USA.
- Gladding, S. T. (2014). *Family therapy: History, Theory, and practice*. Boston, MA: Pearson
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- Nichols, M. P. (2008). *Inside family therapy: A case study in family healing*. Boston, MA: Pearson.

### **PWA8024 Teori dan Amalan Kaunseling Lanjutan (3 Kredit)**

#### **PWA8024 Advanced Counselling Theories and Practices (3 credit)**

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Kursus ini adalah kursus lanjutan dalam teori dan amalan kaunseling. Kursus ini adalah mengenai aspek teori dalam perhubungan kaunseling dan juga dalam amalan umum kaunseling. Prasyarat kursus ini termasuk telah mempunyai pendedahan secara formal kepada teori kaunseling, latihan makmal yang disedia dan pengalaman dalam bidang kaunseling. Kursus ini tidak dibentuk untuk melibatkan pengalaman jenis praktikum, tetapi adalah amat menolong jika peserta kursus pada masa yang sama ada memberikan kaunseling kepada klien.

*This is an advanced course dealing with theories and practise of counselling. It will explore the theoretical aspects in communicative counselling and as well the general counselling practices. Course prerequisites include formal exposure to counselling theories, laboratory training, and experience in counselling. This course is not designed to involve practicum type of experiences, but it will be very helpful if course participants are providing counselling services to their clients at the same time.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

## Rujukan Terpilih / Selected References

- Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy. Cengage Learning: US
- Corey, G. (2014) Case approach to counseling and psychotherapy. Belmont, CA: Brooks Cole
- Seligman, L., Reichenberg, L.W. (2010). Boston, MA: Pearson
- Hubble, M., Duncan, B., & Miller, S. (1999). The heart and soul of change. Washington, DC: American Psychological Association
- Sharf, R. S. (2008). Theories of counseling and psychotherapies. Belmont, CA: Brooks Cole

### PWA8025 Perundingan Psikopendidikan (3 Kredit)

### PWA8025 Psychoeducational Consultation (3 credit)

Kursus ini akan membuat kajian mengenai perundingan dengan penekanan kepada kaedah, tahap dan strategi yang digunakan dalam perundingan dengan individu, kumpulan kecil dan organisasi. Pertimbangan akan diberikan kepada peranan perunding dalam pendidikan psiko-afektif dan pencegahan. Antara topik yang akan diliputi dalam kursus ini ialah: perundingan kesihatan mental, model dan pendekatan perundingan, perubahan organisasi melalui perundingan, tahap dan proses perundingan, kemahiran dan ciri-ciri perundingan, perundingan dalam seting pendidikan, perundingan dalam seting perkembangan kanak-kanak, isu etika dan perundangan dalam perundingan, dan isu-isu dan konsep dalam perundingan.

*A study of the process of consultation with emphasis upon methods, stages and strategies used with individuals, small groups and organizations. Consideration will be given to the consultant's role in psycho-affective education and primary prevention. Among the topics covered in this course are: mental health consultation, consultation models and approaches, organizational change through consultation, consultation stages and processes, consultation skills and characteristics, consultation in educational setting, consultation in child development settings, ethical and legal issues in consultation and issues and concepts in consultation.*

<b>Kaedah Penilaian</b>	:	Penilaian Berterusan	–	70 %	Peperiksaan	–	30%
<b>Assessment Method</b>	:	Continuous Assessment	–	70 %	Examination	–	30%
<b>Bahasa Pengantar</b>	:	Bahasa Melayu, Bahasa Inggeris					
<b>Medium of Instruction</b>	:	Malay, English					

## Rujukan Terpilih / Selected References

- Graves, S.L. & Blake, J.J. (2016). *Psychoeducational Assessment and Intervention for Ethnic Minority Children: Evidence-Based Approaches*. APA Publications: NY
- Macpherson, H. A., Leffler, J.M. & Fristad, M.A. (2013). *Implementation of Multi-Family Psychoeducational Psychotherapy for Childhood Mood Disorders in an Outpatient Community Setting*. PMC: US
- Geva, E. & Weiner, J (2014). *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioner's Guide*. Springer: NY
- Brown, D., Pryzwansky, W. B., & Schulte, A. N. (2000). *Psychological consultation: Introduction to theory and practice*. Needham Heights. MA: Allyn & Bacon.
- Dougherty, A. M. (1999). *Psychological consultation and collaboration in school and community settings*. Baltimore: Wadsworth.
- Mullid, F. Y., White, J. F., Brigman, G., & Webb, L. (2004). *Consultation in schools*. New York: Wiley.
- Dyer, F. J. (1999). *Psychological consultation in parental right cases*. New York: Guilford.

### PWA8026 Penyeliaan dalam Kaunseling dan Psikoterapi (3 Kredit)

### PWA8026 Supervision in Counselling and Psychotherapy (3 credit)

Kursus ini dibentuk untuk pelajar ijazah lanjutan yang bercadang untuk mengambil peranan dan fungsi penyeliaan dalam bidang kaunseling dan psikoterapi dalam berbagai seting organisasi. Pelajar adalah diharapkan untuk mendemonstrasikan peranan penyeliaan dalam kaunseling dan psikoterapi. Tumpuan akan diberikan kepada model, teknik, peranan dan fungsi penyeliaan dalam berbagai seting organisasi. Antara tajuk yang akan diliputi dalam kursus ini adalah; perhubungan penyeliaan, model penyeliaan dan latihan, berbagai format pengajaran, penyelidikan terkini, instrumen pentaksiran, isu perundangan dan

etika, teori-teori penyeliaan (teori peranan sosial, teori kognitif sosial, model berdasarkan terapi), isu gender, dan isu etnik dan kelas sosial dalam penyeliaan.

*This course is designed for advanced students who wish to take the supervisory roles and functions in counselling and psychotherapy in various organizational settings. Students are expected to demonstrate the supervisory roles in counselling and psychotherapy. The course will focus on the models, techniques, roles and functions in various organizational settings. The topics covered include: supervisory relationships, models of supervision and training, various instructional formats, current research, assessment instruments, legal issues and ethics and theories of supervision (such as social role theory, social cognitive theory, therapy-based models, gender issues, ethnic issues and social class in supervision).*

**Kaedah Penilaian** : Penilaian Berterusan – 70 % Peperiksaan – 30%  
**Assessment Method** : Continuous Assessment – 70 % Examination – 30%

**Bahasa Pengantar** : Bahasa Melayu, Bahasa Inggeris  
**Medium of Instruction** : Malay, English

#### Rujukan Terpilih / Selected References

- Finlay, L. (2015). *Relational Integrative Psychotherapy: Process and Theory in Practice*, Chichester, Sussex.
- Erskine, R.G.(2015). *Relational Patterns, Therapeutic Presence: Concepts and Practice of Integrative Psychotherapy*. London: Karnac.
- Atwood, G.E. and Stolorow, R.D.(2014). *Structures of Subjectivity: Explorations in Psychoanalytic Phenomenology and Contextualism, 2nd Edition*. London: Routledge.
- Bernack, J. M., & Goodyear, R. K. (2003). *Fundamentals of clinical supervision*. Boston: Allyn & Bacon.
- Powell, D. J. & Brodsky, A. (2004). *Clinical supervision in alcohol and drug abuse counseling: Principles, model, methods*. San Francisco, CA: Jossey-Bass.
- Holloway, E. L., & Carroll, M. (1997). *Counseling supervision in context*. Thousand Oaks, CA: Sage.
- Watkins, C. E. (1997). *Handbook of psychotherapy supervision*. New York: Wiley.

**Proposed Graduate on Time Schedule Major Administrative and Regulatory Milestones for PhD Candidates (Conventional PhD)  
(Non-Sciences)**

Semester	Activities	Output/Milestone	Comments
1	<ul style="list-style-type: none"> <li>• Attend Research Methodology Course</li> <li>• Attend Bahasa Melayu course*</li> <li>• Attend English language course**</li> <li>• Familiarization with and use of EndNote, Turnitin, editing software, data analysis and research tools</li> <li>• Conduct Literature Review</li> <li>• Proposal Defence</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Research Methodology course</li> <li>• Fulfilment of language requirements</li> <li>• Presented research proposal</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Extend Introduction section in proposal as Chapter 1 draft</li> <li>• Complete Literature Review</li> <li>• Conduct pilot study / start data collection</li> <li>• Attend at least 3 courses in Upskill Program (including GOT seminar)</li> <li>• Prepare for Candidature Defence</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Review</li> <li>• Thesis Plan/Outline of Thesis</li> <li>• Submission of Publication 1 (review paper / concept paper)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are strongly advised to use reference management software Eg: Mendeley, Bibtex, EndNote</li> </ul>
3	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Candidature Defence report writing</li> <li>• Attend at least 2 courses in Upskill Program</li> <li>• Candidature Defence</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Candidature Defence</li> </ul>	<ul style="list-style-type: none"> <li>• Candidature Defence report should include data collection, findings, thesis outline</li> </ul>
4	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Thesis write-up (Chapter 1, 2 &amp; 3)</li> <li>• Preparation of manuscripts for submission of publication</li> <li>• Attend at least 2 courses in Upskill Program</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of Publication 2</li> <li>• Completed drafts of three chapters</li> </ul>	

Semester	Activities	Output/Milestone	Comments
5	<ul style="list-style-type: none"> <li>• Thesis write-up (complete remaining chapters)</li> <li>• Presentation of Thesis Seminar</li> <li>• Attend at least 2 courses in Upskill Program</li> <li>• Submit 3 Months Notice for thesis submission</li> <li>• Attend Thesis Bootcamp</li> </ul>	<ul style="list-style-type: none"> <li>• Completed thesis draft</li> <li>• Presented Thesis Seminar</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Finalize and submit thesis</li> <li>• Prepare for viva voce</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of thesis</li> <li>• Viva voce</li> </ul>	

Notes:

Monitoring Panel

1. Chairman & 1 member who is an expert in the field and a supervisor. A fourth member is allowed to be appointed if necessary.
2. The same panel should follow through the proposal presentation (seminar 1, Candidature Defence and thesis seminar (seminar 2).
3. It is strongly recommended that one member is appointed as internal examiner.
4. The main responsibilities of the panel should include the following:-  
 a) Advise the student to improve the research proposal.  
 b) Monitor the progress of the student  
 c) Improve the thesis plan.

\*Applicable to all international candidates.

\*\* Applicable to international candidates who are writing their theses in languages other than English.

# **PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 *UNIVERSITI MALAYA (MASTER'S DEGREE) REGULATIONS 2019***



**PROGRAM IJAZAH SARJANA  
PENDIDIKAN  
MASTER OF EDUCATION PROGRAMMES  
SESI/SESSION 2021/2022**

# **SARJANA PENDIDIKAN SECARA PENYELIDIKAN**

## **MASTER OF EDUCATION BY RESEARCH**

Program / Programme	<b>Sarjana Pendidikan / Master of Education</b>
Kod Program / Programme Code	<b>PMD</b>
Mod Program / Programme Mode	<b>Penyelidikan / Research</b>

### **KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019**

### **UNIVERSITI MALAYA (MASTER'S DEGREE) RULES 2019**

#### **1. Jenis Program/ Type of Programme**

Program ini adalah secara penyelidikan sepenuhnya, di mana di akhir program membawa kepada penghasilan disertasi.

*This is a programme by research, which leads to the production of a dissertation.*

#### **2. Syarat Kemasukan/ Admission Requirements**

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:

*The programme's admissions criteria are as follows:*

- i) Ijazah Sarjana Muda dengan PNGK tidak kurang daripada 3.0; atau  
*A Bachelor's degree with a minimum 3.0 CGPA*
- ii) Ijazah Sarjana Muda dengan PNGK 2.7 hingga 2.99 boleh dipertimbangkan sekiranya memenuhi sekurang-kurangnya satu kriteria dan PNGK 2.5 hingga 2.69 boleh dipertimbangkan sekiranya memenuhi sekurang-kurangnya dua kriteria berikut:  
*A Bachelor's degree with a 2.7-2.99 CGPA can be considered if at least one and a 2.5-2.69 CGPA can be considered if at least two of the following criteria is fulfilled:*
  - i. Mempunyai sekurang-kurangnya satu (1) tahun pengalaman kerja dalam bidang yang berkaitan; atau  
*Has at least satu (1) years of working experience in relevant fields; or*
  - ii. Menghasilkan penerbitan dalam bidang yang berkaitan; atau  
*Has published in relevant fields; or*
  - iii. Adalah penerima biasiswa; atau  
*Is a scholarship recipient; or*
  - iv. Merupakan graduan Universiti Malaya; atau  
*Is a graduate of the Universiti Malaya; or*
  - v. Merupakan kakitangan agensi kerajaan atau  
*Is a government agency employee or*
  - vi. Lulus temuduga di peringkat PTj; atau  
*Has passed an interview by the respective department/faculty; or*
  - vii. Lulus Penilaian Khas PTj. atau  
*Has passed an evaluation as deemed appropriate by the respective department/faculty or*
- iii) Pemohon dengan kelayakan Ijazah Sarjana Muda PNGK 2.0 hingga 2.5 boleh dipertimbangkan sekiranya memenuhi sekurang-kurangnya **dua** daripada kriteria berikut:  
*A Bachelor's degree with a 2.0 - 2.5 CGPA can be considered if at least **two** of the following criteria:*
  - i. Mempunyai sekurang-kurangnya lima (5) tahun pengalaman kerja dalam bidang yang berkaitan; atau  
*Has at least five (5) years of working experience in relevant fields; or*

- ii. Menghasilkan sekurang-kurangnya satu (1) penerbitan dalam jurnal berwasit dalam bidang yang berkaitan; atau  
*Has published at least one (1) article in a refereed journal in a relevant field; or*
- iii. Merupakan graduan Universiti Malaya; atau  
*Is a graduate of the Universiti Malaya; or*
- iv. Lulus temuduga di peringkat PTj; atau  
*Has passed an interview by the respective department/faculty; or*
- v. Lulus Penilaian Khas PTj. atau  
*Has passed an evaluation as deemed appropriate by the respective department/faculty or*

**Calon Antarabangsa**  
***International Candidates***

**Syarat Bahasa Inggeris untuk Calon Antarabangsa**  
***English Requirements for International Candidates***

a. Calon yang Menulis Disertasi dalam Bahasa Inggeris  
Candidates who intend to write the thesis in English

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakuan oleh Senat Universiti Malaya.

*Has other equivalent qualifications recognised by the Malaysian Government and approved by the Universiti Malaya Senate*

Dan/ and

Memperolehi skor minimum band 5.5 bagi *International English Language Testing System (IELTS)(Academic)*.

*Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).*

Atau/ or

Memperolehi skor minimum sebanyak 550 (*Paper based*), skor 213 (*Computer based*) atau skor 80 (*Internet based*) bagi *Test of English as a Foreign Language (TOEFL)*

*Obtain a minimum score of 550 (Paper based), score of 213 (Computer based) or score of 80 (Internet based) for the Test of English as a Foreign Language (TOEFL)*

Atau/ or

Memperolehi Band 4 dan ke atas dalam *Malaysian University English Test (MUET)*;  
 Obtain Band 4 and above in the Malaysian University English Test (MUET);

Atau/ or

Memperolehi skor 42 dan ke atas dalam *Pearson Test of Academic English (PTE Academic)*;  
 Obtain a score of 42 and above in the Pearson Test of Academic English (PTE Academic);

Atau/ or

Memperolehi Gred C dan ke atas untuk subjek *English* dalam *General Certificate of Education (A Level), University of Cambridge*;

Obtain a Grade C and above in English for General Certificate of Education (A Level), University of Cambridge;

Atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: First (FCE)*;  
Obtain a Grade C and above in the Cambridge Assessment English: First (FCE);

Atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Advanced (CAE)*;  
Obtain a Grade C and above in the Cambridge Assessment English: Advanced (CAE);

Atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Proficiency (CPE)*.  
Obtain a Grade C and above in the Cambridge Assessment English: Proficiency (CPE).

b. Calon yang Menulis Disertasi dalam Bahasa Malaysia atau Bahasa Arab  
Candidates who intend to write the thesis in Malay or Arabic

Memperolehi skor minimum band 5.0 bagi International English Language Testing System (IELTS)(Academic) atau Memperolehi skor minimum sebanyak 500 bagi Test of English as a Foreign Language (TOEFL)

*Obtain a minimum score of band 5.0 for the International English Language Testing System (IELTS) (Academic) or minimum score of 500 for the Test of English as a Foreign Language (TOEFL) qualification.*

**Syarat Bahasa Malaysia untuk Calon Antarabangsa**  
**Malay Language Requirements for International Candidates**

Bagi calon bukan warganegara dikehendaki menghadiri dengan memuaskan suatu kursus Bahasa Malaysia yang dikehendaki oleh Universiti sebelum dianugerahkan ijazahnya.

*Non-Malaysian citizens are required to attend and pass a Malay language course as required by the University before the degree is conferred.*

**3. Tempoh Pengajian/ Duration of Study**

Tempoh Minimum: 2 Semester Biasa  
*Minimum length : 2 regular semesters*

Tempoh Maksimum : 8 Semester Biasa  
*Maximum length : 8 regular semesters*

**4. Matlamat Program/ Programme Aim**

Untuk menghasilkan graduan yang mempunyai literasi tinggi dan mendalam tentang proses dan amalan penyelidikan dan dapat menangani serta mengaplikasikan pengetahuan penyelidikan dalam bidang pendidikan.

*To produce graduates who are highly literate in research and can apply this knowledge to the area of education.*

**5. Objektif Pendidikan Program/ Programme Educational Objectives**

PEO 1

Mempunyai ilmu penyelidikan mencukupi untuk berperanan sebagai penyelidik yang berinovatif

PEO 2

Menjalankan kajian sebagai penyelidik dan/atau pengamal yang berkepakaran di organisasi masing-masing

PEO 3

Menyebarluaskan hasil penyelidikan dan/atau memberi nasihat kepakaran secara beretika dan profesional

## 6. Hasil Pembelajaran Program/ *Programme Learning Outcomes*

<b>Domain MQF</b>	<b>Hasil Pembelajaran</b>
PLO1	Menguasai pengetahuan yang terkini dalam proses dan amalan penyelidikan pendidikan
PLO2	Mengaplikasikan kemahiran praktikal penyelidikan berkaitan pendidikan dalam tugas harian sebagai pengupaya
PLO3	Mempamerkan kemahiran sosial, unsur keprihatinan dan tanggungjawab dalam tugas sebagai seorang penyelidik dalam bidang pendidikan
PLO4	Mengamalkan adab, nilai, etika, sikap dan profesionalisme dalam proses dan amalan penyelidikan bidang pendidikan
PLO5	Mengukuhkan jalinan kerjasama bekerja dalam pasukan dengan pelbagai pihak dan menunjukkan kepimpinan dan kreativiti bagi menjayakan aktiviti penyelidikan dalam bidang pendidikan
PLO6	Mensintesis kemahiran penyelesaian masalah dan kemahiran saintifik dalam proses dan amalan penyelidikan berkaitan bidang pendidikan
PLO7	Menggunakan pengetahuan dan kemahiran penyelidikan yang diperoleh dalam pembelajaran sepanjang hayat dan mengurus maklumat berkaitan penyelidikan berkaitan bidang pendidikan

## 7. Bidang Penyelidikan/ *Field of Research*

Fakulti Pendidikan menawarkan pelbagai bidang penyelidikan untuk program ini.

Bidang penyelidikan termasuk:

*The Faculty of Education offers a range of research areas for this program. The available areas of research include:*

Pendidikan Seni / *Art Education*  
 Pendidikan Nilai / *Values Education*  
 Pendidikan Islam / *Islamic Education*  
 Sosiologi Pendidikan / *Sociology of Education*  
 Pendidikan Sains Sosial / *Social Science Education*  
 Perkembangan Kurikulum / *Curriculum Development*  
 Teknologi Pengajaran / *Instructional Technology*  
 Kurikulum dan Pengajaran / *Curriculum and Instruction*  
 Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua / *Teaching English as a Second Language*  
 Pengajaran Bahasa Arab sebagai Bahasa Kedua / *Teaching Arabic as a Second Language*  
 Pendidikan Bahasa / *Language Education*  
 Pendidikan Matematik / *Mathematics Education*  
 Pendidikan Sains / *Science Education*  
 Pendidikan Jasmani / *Physical Education*  
 Pendikan Khas / *Special Education*  
 Perancangan dan Pentadbiran Pendidikan / *Educational Planning and Administration*  
 Pengurusan Pendidikan / *Educational Management*  
 Kempimpinan Pendidikan / *Educational Leadership*  
 Polisi dan Pengurusan Pendidikan / *Educational Policy and Management*  
 Psikologi Pendidikan / *Educational Psychology*  
 Pengukuran dan Penilaian / *Measurement and Evaluation*  
 Kaunseling / *Counselling*  
 Pendidikan Awal Kanak-Kanak / *Early Childhood Education*

## 8. Kehadiran dan Penyeliaan/ *Attendance and Supervision*

Semua calon ijazah tinggi, dikehendaki berjumpa dengan penyelia atau penasihat mereka, menghadiri kursus (sekiranya disyaratkan) dan seminar atau menggunakan perpustakaan dan kemudahan penyelidikan lain di Universiti.

*All higher degree candidates are required to consult with their supervisor or their advisers, attend any courses (if required) and seminars or use the library and other research facilities at the University.*

## **9. Laporan Kemajuan/ Progress Report**

Pada tiap sesi akademik, semua calon ijazah tinggi dikehendaki menyerahkan laporan kemajuan kepada penyelia mereka dengan mengisi borang secara online ([maya.um.edu.my](http://maya.um.edu.my)) Calon yang gagal menyerahkan laporan kemajuan dianggap kurang memuaskan dan pencalonan mereka akan dikaji semula oleh Jawatankuasa Pengajian Ijazah Tinggi. Pencalonan seseorang akan ditamatkan jika kemajuannya tidak memuaskan.

*In each academic session, all candidates are required to submit a progress report to their supervisor through online ([myum.um.edu.my](http://myum.um.edu.my)). Candidates who fail to submit a progress report are considered unsatisfactory and their candidature will be reviewed by the Postgraduate Studies Committee. The candidature of a student will be terminated if progress is not satisfactory.*

Calon dikehendaki mengemukakan laporan kemajuan penyelidikannya pada akhir semester kepada penyelia mengikut prosedur yang telah ditetapkan. Penyelia, Penyelia Bersama atau Perunding yang dilantik hendaklah menilai laporan kemajuan penyelidikan calon mengikut prosedur yang ditetapkan. *Candidates are required to submit their progress report at the end of the semester to their supervisor according to the fixed procedures. Supervisor/supervisors or appointed consultant needs to evaluate the progress report of the candidate according to the fixed procedures.*

Calon yang kemajuannya memuaskan akan diperakuan untuk pencalonan diteruskan. Calon yang kemajuannya tidak memuaskan untuk tiga (3) semester berturut-turut akan ditamatkan pencalonannya oleh Fakulti. Pengarah, Pusat Pentadbiran dan Perkhidmatan Akademik akan dimaklumkan mengenai penamatan pencalonan calon untuk diambil tindakan.

*Candidates whose progress is satisfactory will be allowed to continue their candidature. Candidates whose progress is unsatisfactory for three (3) continuous semesters will be terminated by the Faculty. The Director, Academic Administration and Service Centre will be notified regarding candidature termination for further action.*

Calon yang gagal mengemukakan laporan kemajuan penyelidikannya dalam tempoh yang ditetapkan akan dihalang daripada mendaftar untuk semester berikutnya.

*Candidates who fail to submit a progress report within the stipulated period will be barred from registration for the following semester.*

## **10. Bahasa Penulisan Tesis/ Thesis Writing Language**

Bahasa penulisan Tesis adalah dibuat dalam Bahasa Malaysia atau Bahasa Inggeris.  
*The thesis writing language is Bahasa Malaysia or English.*

## **11. Kebenaran Mengguna Sekolah Untuk Penyelidikan/ Permission To Use Schools For Research**

Calon yang ingin menggunakan sekolah/institusi lain di bawah penguasaan Kementerian Pendidikan untuk penyelidikan mereka dikehendaki meminta kebenaran daripada Kementerian tersebut. Permohonan harus dihantar kepada Bahagian Perancangan dan Penyelidikan Pendidikan, Kementerian Pendidikan. Borang permohonan untuk keperluan ini boleh didapat dari Penolong Pendaftar, Fakulti Pendidikan.

*Candidates who wish to use the school / other institutions under the control of the Ministry of Education for their research are required to seek permission from the Ministry. Applications should be sent to the Educational Research and Planning Division, Ministry of Education.*  
*Application forms for this requirement are available from the Assistant Registrar, Faculty of Education.*

## **12. Syarat Pencalonan/ Candidature Requirements**

- (1) Mengikuti kursus Kaedah Penyelidikan dalam Pendidikan **POX7001** (sekurang-kurangnya 3 Kredit) tidak lewat dari semester kedua pencalonan;  
*Attend at least 3 credits of Research Methods in Education Course **POX7001** not later than the second (2nd) semester of candidature;*
- (2) Mengikuti dan lulus kursus Bahasa Malaysia tidak lewat dari semester kedua pencalonan, yang merupakan syarat pengijazahan kepada calon antarabangsa

*Attend and passed the University Bahasa Malaysia course not later than the second (2<sup>nd</sup>) semester of candidature; which is a graduation requirement for International student.*

- (3) Membentangkan cadangan penyelidikan dalam Proposal Defence tidak lewat dari semester kedua pencalonan; \br/>*Present your research proposal at Proposal Defence not later than the second (2nd) semester of candidature;*
- (4) Membentangkan kemajuan penyelidikan dalam Candidature Defence tidak lewat dari semester kelima pencalonan;  
*Present your research progress at Candidature Defence not later than the fifth (5th) semester of candidature;*
- (5) Perlu menunjukkan bukti penerimaan untuk penerbitan seperti berikut (mengikut kriteria yang ditetapkan dalam garis panduan penerbitan), sebelum pengijazahan:  
*Must show proof of acceptance for publication as per the following (according to the criteria set in the publication guidelines), prior to graduation:*
- i. sekurang-kurangnya satu (1) artikel dalam jurnal diindeks oleh Thomson Reuters Web of Science (WoS)  
*at least one (1) article in journals indexed by Thomson Reuters Web of Science (WoS)*  
atau; or;
  - ii. sekurang-kurangnya satu (1) penerbitan buku yang diterbitkan di bawah senarai penerbit Thomson Reuters Web of Science (WoS) Master Book List atau Penerbit Universiti Malaya atau Dewan Bahasa dan Pustaka atau mana-mana penerbit yang diiktiraf dan disenaraikan oleh PTj  
*at least one (1) book published by publishers listed in the Thomson Reuters Web of Science (WoS) Master Book List or by Universiti Malaya Press or Dewan Bahasa dan Pustaka or any publishers listed and recognized by the Faculty*  
atau; or;
  - iii. sekurang-kurangnya satu (1) penerbitan dalam jurnal benruasit kategori A atau B, atau bab buku seperti berikut:  
*at least one (1) publication in Category A or B refereed journals, or book chapters as follows:*
    - **Artikel dalam jurnal kategori A:**  
Jurnal di senaraikan dalam indek Scopus  
**Articles in Category A journals:**  
*Journals indexed in the Scopus citation database*
    - **Artikel dalam jurnal Kategori B:**  
Jurnal yang diterbitkan oleh Universiti atau penerbit ilmiah atau disenaraikan dalam MyJurnal (Malaysian Journal Management System). (Senarai jurnal kategori B yang diiktiraf dan disenaraikan oleh PTj)  
**Articles in Category B journals:**  
*Journals published by University or scholarly publishers or listed in MyJurnal (Malaysian Journal Management System). (List of Category B journals must be listed and recognized by the Faculty)*
- **Bab buku daripada buku yang berlainan:**  
Bab buku yang diterbitkan di bawah senarai penerbit Thomson Reuters Web of Science (WoS) Master Book List atau Penerbit Universiti Malaya atau Dewan Bahasa dan Pustaka atau mana-mana penerbit yang diiktiraf dan disenaraikan oleh PTj. Dua (2) bab buku daripada buku yang berlainan adalah bersamaan dengan satu (1) penerbitan; dan  
*Book chapters in different books:*  
*Book chapters published by publishers listed in the Thomson Reuters Web of Science (WoS) Master Book List, or by Universiti Malaya Press or Dewan Bahasa*

*dan Pustaka or any publishers listed and recognized by the Faculty. Two (2) book chapters in different books are equivalent to one (1) publication;*

### **13. Laporan Kemajuan/ Progress Report**

Pada tiap sesi akademik, semua calon ijazah tinggi dikehendaki menyerahkan laporan kemajuan kepada penyelia mereka dengan mengisi borang secara *online* ([myum.um.edu.my](http://myum.um.edu.my)). Calon yang gagal menyerahkan laporan kemajuan dianggap kurang memuaskan dan pencalonan mereka akan dikaji semula oleh Jawatankuasa Pengajian Ijazah Tinggi. Pencalonan seseorang akan ditamatkan jika kemajuannya tidak memuaskan.

*In each academic session, all candidates are required to submit a progress report to their supervisor through online ([myum.um.edu.my](http://myum.um.edu.my)). Candidates who fail to submit a progress report are considered unsatisfactory and their candidature will be reviewed by the Postgraduate Studies Committee. The candidature of a student will be terminated if progress is not satisfactory.*

### **14. Gagal Keluar dan Ditamatkan Pengajian/ Failed and Terminated From Programme of Study**

- (1) Seseorang calon adalah diputuskan sebagai gagal keluar dan ditamatkan daripada program pengajiannya sekiranya:

*A candidate is termed as failed and terminated from the programme of study if:*

- (a) tidak mencapai sekurang-kurangnya gred lulus minimum bagi kursus teras termasuk kursus-kursus yang diwajibkan oleh Fakulti selepas tiga kali percubaan; *does not achieve at least a minimum passing grade for the core course including compulsory courses by the Faculty after three attempts;*
- (b) memperoleh PNG kurang daripada 3.00 bagi tiga (3) semester berturut-turut termasuk Semester Khas (jika ada); *obtains a GPA of less than 3.00 for three (3) consecutive semesters including Special Semester (if any);*
- (c) calon yang diterima masuk semula selepas gagal keluar dan memperolehi PNGK kurang daripada 3.00 untuk peperiksaan semester yang mana beliau telah mendaftar sebaik sahaja diterima masuk semula akan terus ditamatkan pengajiannya; *a candidate who is re-admitted after being terminated from his programme of study and obtains a CGPA of less than 3.00 for the examinations in the semester in which he has registered immediately upon re-admission will be terminated from his study;*
- (d) Laporan Kemajuan yang tidak memuaskan untuk dua (2) semester berturut-turut; *the candidate's progress report is unsatisfactory for two (2) consecutive semesters;*
- (e) memperoleh keputusan gagal dalam sesi pembentangan Candidature Defence sebanyak dua (2) kali; *fails in his Candidature Defense presentation twice (2);*
- (f) gagal dalam peperiksaan tesis atau disertasi dan viva voce; atau *fails in the thesis or dissertation's examination and viva voce; or*
- (g) gagal menyempurnakan syarat dan keperluan pengijazahan program pengajiannya dalam tempoh maksimum yang ditetapkan. *fails to fulfil the conditions and graduation requirements of the programme of study within the specified maximum duration.*

- (2) Seseorang calon juga boleh ditamatkan daripada program pengajiannya sekiranya:

*Any candidate may also be terminated from the programme of study if:*

- (a) calon didapati memplagiat tesis atau disertasinya seperti mana yang ditetapkan di bawah Kaedah-Kaedah Universiti Malaya (Tatatertib PelajarPelajar) 1999; *the candidate was found to plagiarise his thesis or dissertation as stipulated under the University Malaya (Discipline of Students) Rules 1999;*
- (b) calon didapati telah memberi maklumat palsu berkenaan dengan kemasukannya ke Universiti atau melakukan perbuatan ketidakjujuran akademik selain daripada yang dinyatakan di dalam Kaedah-Kaedah Universiti Malaya (Tatatertib Pelajar-Pelajar) 1999; atau *the candidate was found to have given false information pertaining to his admission*

- to the University or committed any academic dishonesty other than that stipulated in the Universiti Malaya (Discipline of Students) Rules 1999; or*
- (c) tidak memperbaharui pendaftaran pencalonannya dalam tempoh dua (2) semester berturut-turut.  
*failure to renew his candidature for two (2) consecutive semesters.*

## **Sinopsis Kursus / Course Synopsis**

### **POX7001 Kaedah Penyelidikan dalam Pendidikan (3 Kredit) POX7001 Research Methods in Education (3 Credit)**

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#### **Sinopsis/Synopsis**

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; (5) menganalisis beberapa kaedah mengumpul data dan memilih kaedah yang sesuai; (6) menganalisis data dan menginterpretasi dapatan; (7) menyimpulkan dapatan; dan (8) mengkaji gaya penulisan beberapa laporan penyelidikan; dan (9) berupaya memberi justifikasi bagi setiap tindakan di atas.

*Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories to help answer the research questions; (5) to state the research hypothesis; (6) to select appropriate method or methods of gathering data; (7) use of appropriate method of analyzing the data and drawing meaningful interpretation and conclusion; (8) analyze the major components of a research report or dissertation (9) be able to provide justification for each of the above steps taken.*

**Kaedah Penilaian:** Penilaian Berterusan

**Assessment Method:** Continuous Assessment

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

#### **Rujukan Utama:**

#### **Main References:**

- Ary, D., Jacobs, L. C., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education.* (8<sup>th</sup> ed). Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* (4<sup>th</sup>ed) Boston: Pearson.
- Faculty of Education, UM. (2010). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education.* (9<sup>th</sup>ed) New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches.* (2<sup>nd</sup> ed). Boston: Pearson Education Inc

### Proposed Graduate on Time Schedule for Masters by Research Candidates

Semester	Activities	Output/Milestone	Comments
1	<ul style="list-style-type: none"> <li>• Attend Research Methodology Course</li> <li>• Attend Bahasa Melayu course*</li> <li>• Attend English language course**</li> <li>• Familiarization with and use of EndNote, Turnitin, editing software, data analysis and research tools</li> <li>• Attend GOT seminar</li> <li>• Conduct Literature Review</li> <li>• Proposal Defence</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Research Methodology course</li> <li>• Fulfilment of language requirements</li> <li>• Presented research proposal</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Expand research proposal to drafts of chapter 1, 2 &amp; 3</li> <li>• Conduct pilot study/ planning &amp; setting up of experiment/ start data collection</li> <li>• Begin data analysis</li> <li>• Attend at least 2 courses in Upskill Program</li> <li>• Prepare and present Candidature Defence</li> <li>• Prepare for Publication 1</li> </ul>	<ul style="list-style-type: none"> <li>• Completed outline of dissertation</li> <li>• Submission of Publication 1</li> <li>• Completed Candidature Defence</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Finalise chapters 1, 2 &amp; 3</li> <li>• Finalise data analysis</li> <li>• Begin chapter 4 &amp; 5</li> <li>• Attend at least 1 courses in Upskill Program</li> <li>• Submit 3 Months Notice</li> </ul>	<ul style="list-style-type: none"> <li>• Completed chapters 1, 2 &amp; 3</li> <li>• Draft of chapters 4 &amp; 5</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Attend Thesis Bootcamp</li> <li>• Finalize and submit dissertation</li> <li>• Committee of Examiners meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of dissertation</li> <li>• Outcome of Committee of Examiners meeting</li> </ul>	

Notes:

#### **Monitoring Panel**

1. Chairman & 1 member who is an expert in the field and a supervisor. A fourth member is allowed to be appointed if necessary.
2. The same panel should follow through the proposal presentation (seminar 1, Candidature Defence and thesis seminar (seminar 2).
3. It is strongly recommended that one member is appointed as internal examiner.
4. The main responsibilities of the panel should include the following:-
  - a) Advise the student to improve the research proposal.
  - b) Monitor the progress of the student
  - c) Improve the thesis plan.

\*Applicable to all international candidates.

\*\* Applicable to international candidates who are writing their theses in languages other than English.

**JABATAN KURIKULUM DAN TEKNOLOGI PENGAJARAN  
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY**

**SARJANA PENDIDIKAN SECARA MOD CAMPURAN  
MASTER OF EDUCATION BY MIXED MODE**

Program	: Sarjana Pendidikan (Perkembangan Kurikulum)
Programme	<i>Master of Education (Curriculum Development)</i>
Kod Program	: POG
Programme Code	
Mod Program	: Secara Mod Campuran
Mode of Programme	<i>By Mixed Mode</i>

**KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019  
UNIVERSITY MALAYA (MASTER'S DEGREE) RULES 2019**

**1. Jenis Program/ Programme Type**

Program secara Kursus dan Penyelidikan iaitu program pengajian secara gabungan perkuliahan dan penyelidikan yang membawa kepada penghasilan disertasi.

*The programme is a combination of Coursework and Research that leads to the production of a dissertation.*

**2. Syarat Kemasukan/ Admission Requirements**

Kelayakan masuk untuk mengikuti program Sarjana Pendidikan (Perkembangan Kurikulum) adalah seperti berikut:

*Admission requirements for the Master of Education (Curriculum Development) programme are as follows:*

**(1) Pemohon Warganegara/ Local Applicant**

1. Ijazah Sarjana Muda dengan PNGK 3.00 atau setaraf  
*A Bachelor Degree with CGPA of 3.00 or equivalent*

DAN/AND

- i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,  
*Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,*
- ii. Kelayakan Mengajar yang diiktiraf universiti atau,  
*Teaching qualification recognised by the university or,*
- iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,  
*Teaching experience in an institution recognised by the Senate or,*
- iv. Kelayakan profesional dari badan profesional yang diiktiraf atau  
*A professional qualification from recognised professional bodies or,*
- v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa  
*Qualifications that are approved by the Senate from time to time*

**(2) Pemohon Bukan Warganegara / International Applicant**

Memenuhi mana-mana kelulusan seperti yang dinyatakan di atas  
*Fulfilled any qualification as mention above.*

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa

Inggeris yang dinyatakan di bawah:

*Obtained one (1) of the English proficiency examinations as specified below:*

- (i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).

*Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).*

atau/or

- (ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).

*Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).*

- (iii) Memperolehi skor minimum 42 Pearson Test of Academic English (PTE Academic)

*Obtain a minimum score of 42 Pearson Test of Academic English (PTE Academic)*

- (iv) Memperolehi minimum gred C bagi subjek Bahasa Inggeris General Certificate of Education (A-Level);

*Obtain a minimum Grade C for the English Language subject General Certificate of Education (A-Level)*

- (v) Memperolehi minimum gred C Cambridge English: First (FCE)

*Obtain a minimum Grade C for the Cambridge English: First (FCE)*

- (vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)

*Obtain a minimum Grade C for Cambridge English: Advance (CAE)*

- (vii) Memperolehi minimum gred C Cambridge English: Proficiency (CPE); atau

*Obtain a minimum Grade C for Cambridge English: Proficiency (CPE); or*

- (viii) Memperolehi minimum band 4 Malaysian University English Test (MUET)

*Obtain a minimum band 4 Malaysian University English Test (MUET)*

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.

*For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.*

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.

*Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee*

### **3. Tempoh Pengajian/ Duration of Study**

Tempoh Minimum	: 3 Semester
Tempoh Maksimum	: 8 Semester
<i>Minimum Duration</i>	: 3 Semesters
<i>Maximum Duration</i>	: 8 Semesters

### **4. Matlamat Program/ Programme Goal**

Matlamat Program Sarjana Pendidikan (Perkembangan Kurikulum) adalah untuk menghasilkan graduan dengan pengetahuan dan kemahiran dalam Pedagogical Content Knowledge (PCK) serta penyelidikan dan penerbitan, dan mempunyai nilai integriti, kemahiran kepimpinan, tanggungjawab sosial dan profesionalisme, untuk menghadapi persekitaran yang berdaya saing dan dapat menyumbang kepada bidang pendidikan dan pengajaran dalam pembangunan negara dan global.

*The goal of the Master of Education (Curriculum Development) Program is to produce graduates with knowledge and skills in Pedagogical Content Knowledge (PCK) as well as research and publication, and with values of integrity, leadership skills, social responsibility and professionalism, to face a competitive environment and be able to contribute to the field of education and teaching in national and global development.*

### **5. Objektif Pendidikan Program/ Programme Educational Objective**

#### **PEO 1**

Untuk melahirkan pengamal pendidikan yang mempunyai pengetahuan dan kemahiran praktikal menggunakan teknologi digital dalam bidang kurikulum.

#### **PEO 2**

Untuk melahirkan pengamal pendidikan yang berkebolehan memimpin, dan mampu berinteraksi dengan pemegang taruh serta berinovatif dalam perkembangan kurikulum.

#### **PEO 3**

Untuk melahirkan pengamal pendidikan yang berintegriti, beretika dan profesional dalam melaksanakan kurikulum

#### **PEO 4**

Untuk melahirkan pengamal pendidikan yang memiliki sikap positif, minda keusahawanan dan amalan lestari dalam memajukan kerjaya pendidikan kurikulum mereka

### **6. Hasil Pembelajaran Program/ Programme Learning Outcomes**

Pada akhir program, graduan dapat:

*At the end of the programme, graduates are able to:*

<b>Hasil Pembelajaran Program / Programme Learning Outcome(s)</b>	
PLO1	Menguasai ilmu pengetahuan yang khusus dan kompleks, teori serta keadaan dalam pengajaran dan pembelajaran kurikulum yang dinamik. <i>Master specific and complex knowledge, theories and methods in the teaching and learning of a dynamic curriculum.</i>
PLO2	Mempamerkan teknik analitikal lanjutan dan numerical serta penguasaan pengetahuan yang bersesuaian dalam menyelesaikan isu pendidikan kurikulum. <i>Exhibit advanced analytical and numerical techniques as well as mastery of appropriate knowledge in resolving curriculum education issue.</i>
PLO3	Mempraktikkan kemahiran penyelidikan berasaskan kepelbagai teknik termasuk teknologi digital bagi memantapkan pengetahuan dan amalan pengajaran dan pembelajaran dalam pendidikan kurikulum. <i>Practicing research skills based on a variety of techniques including digital technology to strengthen the knowledge and practice of teaching and learning in curriculum education.</i>

<b>Hasil Pembelajaran Program / Programme Learning Outcome(s)</b>	
PLO4	Menampilkan gaya kepimpinan dan melaksanakan tanggungjawab autonomi dalam persekitaran pendidikan kurikulum yang mutakhir dan dinamik. <i>Adapt suitable leadership styles and demonstrate responsibility and autonomy in a-state-of-the-art and dynamic curriculum education environment.</i>
PLO5	Mengaplikasi kemahiran komunikasi dan interpersonal semasa melaksanakan tugas secara individu atau berpasukan dalam senario pendidikan kurikulum. <i>Apply communication and interpersonal skills while performing tasks individually or in teams in the context of a curriculum education.</i>
PLO6	Mengamalkan etika dan amalan standard secara profesional dalam penyelidikan dan pengajaran kurikulum untuk meningkatkan imej profesion dalam bidang kurikulum. <i>Practice ethics and standard practices professionally in curriculum research and teaching to enhance the image of the profession in the curriculum area.</i>
PLO7	Mempamerkan sikap yang positif dan komitmen terhadap pembelajaran sepanjang hayat dengan menggarapkan elemen keusahawanan dalam menghadapi perkembangan dan perubahan kurikulum untuk kemajuan profesional. <i>Exhibit positive attitude and commitment to life-long learning by working on entrepreneurial mind-set in curriculum change and development for professional advancement.</i>

## 7. Struktur Program/ Programme Structure

Struktur Program Sarjana Pendidikan (Perkembangan Kurikulum) berasaskan pendekatan bersifat kontemporari untuk melahirkan graduan perkembangan kurikulum yang relevan dan berwibawa. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejahtera dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara dan Pelan Pembangunan Pendidikan 2013-2025.

*The Master of Education (Curriculum Development) program structure is based on a contemporary approach cultivating curriculum development graduates who are relevant and knowledgeable. Curriculum content is designed based on the development of education from the perspective of services and teaching in line with the National Philosophy of Education, National Vision, National Transformation Plan and Malaysian Education Development Plan (Higher Education) 2013-2025.*

Program ini merangkumi Empat Puluh Lima (45) Kredit yang merangkumi Dua Belas (12) kredit bagi untuk Kursus Teras Fakulti, Tiga (3) kredit bagi Kursus Elektif dan Tiga Puluh (30) kredit bagi disertasi yang melibatkan aktiviti kuliah, tugas, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

*The program includes Forty-five (45) credit including Twelve (12) credit for the Faculty Core Course, Three (3) credit for Elective Courses and Thirty (30) credit for dissertations involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.*

### **Kursus Teras Fakulti (Pilihan Wajib) / Faculty Core Courses (Compulsory)**

POX7001	Kaedah Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>	3 kredit <i>credits</i>
POG7001	Kaedah Penyelidikan dalam Perkembangan Kurikulum <i>Research Method in Curriculum Development</i>	3 kredit <i>credits</i>
POX7003	Analisis Data Kuantitatif dan Kualitatif <i>Quantitative and Qualitative Data Analysis</i>	3 kredit <i>credits</i>
POG7008	Teori dan Amalan Kurikulum <i>Curriculum Theory and Practices</i>	3 kredit <i>Credits</i>

### **Kursus Elektif (Pilih Satu) / Elective Courses (Select One)**

POG7004	Pengurusan Kurikulum <i>Curriculum Management</i>	3 kredit <i>credits</i>
PQX7007	Analisis Regresi Gunaan <i>Applied Regression Analysis</i>	3 kredit <i>credits</i>
POG7007	Penilaian Kurikulum <i>Curriculum Evaluation</i>	3 kredit <i>credits</i>
POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum	3 kredit

POG7006	<i>Application of Technology in Curriculum Implementation Perbandingan Global dalam Kurikulum Global Comparatives in Curriculum</i>	<i>credits</i> 3 kredit <i>credits</i>
<b><u>Disertasi / Dissertation</u></b>		
POX7002	Disertasi <i>Dissertation</i>	30 kredit <i>credits</i>

**SENARAI KURSUS MENGIKUT SEMESTER (PERKEMBANGAN KURIKULUM)**  
**PROGRAM SARJANA PENDIDIKAN (PERKEMBANGAN KURIKULUM)**  
***LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)***  
***MASTER OF EDUCATION (CURRICULUM DEVELOPMENT) PROGRAMME***

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT
	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	
<b>Kursus Teras</b>	POX7001 Kaedah Penyelidikan dalam Pendidikan	3	POX7003 Analisis Data Kuantitatif dan Kualitatif	3			12
	POG 7001 Kaedah Penyelidikan dalam Perkembangan Kurikulum	3	POG 7008 Teori dan Amalan Kurikulum	3			
<b>Kursus Elektif (Pilih Satu)</b>	POG 7004 Pengurusan Kurikulum	3	POG7007 Penilaian Kurikulum	3			3
	PQX7007 Analisis Regresi Gunaan	3	POG 7005 Aplikasi Teknologi dalam Pelaksanaan Kurikulum	3			
			POG 7006 Perbandingan Global dalam Kurikulum	3			
<b>Disertasi</b>			POX 7002 Disertasi (P)	15	POX 7002 Disertasi (P)	15	30
<b>Jumlah Kredit</b>		<b>9</b>		<b>21</b>		<b>15</b>	<b>45</b>

**JUMLAH KREDIT KESELURUHAN : 45 KREDIT/  
TOTAL CREDIT: 45 CREDIT**

**PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019  
UNIVERSITI MALAYA (MASTER'S DEGREE) REGULATIONS 2019**

**1. Pendaftaran Kursus / Course Registration**

- (1) Pendaftaran kursus hendaklah dilakukan sebelum permulaan semester di mana calon telah ditawarkan kemasukan ke program pengajian tersebut'

*Course registration must be completed before the commencement of the semester in which the candidate has been offered admission into the said programme of study.*

- (2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit kursus termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan

*The candidate must register for at least three (3) credits hours including credit allocated for research in any given semester unless withdrawal from that semester has been approved.*

**2. Penyeliaan / Supervision**

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

*Appointment of supervisor must be done not later than the first semester of study.*

**3. Ketetapan Bidang Penyelidikan / Determination of Research Area**

Ketetapan bidang bagi disertasi hendaklah dilakukan sebelum calon memulakan penyelidikannya.

*Determination of the research area must be carried out before the candidate begins his/her research.*

**SINOPSIS KURSUS / COURSE SYNOPSIS**

**POX7001 Kaedah Penyelidikan dalam Pendidikan (3 Kredit)  
POX7001 Research Methods in Education (3 Credit)**

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**Sinopsis/Synopsis**

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; (5) menganalisis beberapa kaedah mengumpul data dan memilih kaedah yang sesuai; (6) menganalisis data dan menginterpretasi dapatan; (7) menyimpulkan dapatan; dan (8) mengkaji gaya penulisan beberapa laporan penyelidikan; dan (9) berupaya memberi justifikasi bagi setiap tindakan di atas.

*Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories to help answer the research questions; (5) to state the research hypothesis; (6) to select appropriate method or methods of gathering data; (7) use of appropriate method of analyzing the data and drawing meaningful interpretation and conclusion; (8) analyze the major components of a research report or dissertation (9) be able to provide justification for each of the above steps taken.*

**Kaedah Penilaian:** Penilaian Berterusan

**Assessment Method:** Continuous Assessment

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Ary, D., Jacobs, L. C., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education.* (8<sup>th</sup> ed). Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and*

*qualitative research. (4<sup>th</sup>ed) Boston: Pearson.*

- Faculty of Education, UM. (2010). *Guidelines for the writing of project paper, research report, dissertation and thesis*. Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education. (9<sup>th</sup>ed)* New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches. (2<sup>nd</sup> ed)*. Boston: Pearson Education Inc

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### **POG 7001 Kaedah Penyelidikan dalam Perkembangan Kurikulum (3 Kredit)**

### **POG 7001 Research Method in Curriculum Development (3 Credit)**

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#### **Sinopsis/Synopsis**

Kursus ini bertujuan untuk memberi kefahaman yang mendalam tentang penyelidikan dalam perkembangan kurikulum sebagai satu bidang kajian yang cuba menyatukan secara sistematis pendapat falsafah psikologi dan sosiologi serta pedagogi dalam perkembangan kurikulum. Tajuk kuliah/ Seminar bertumpu kepada isu-isu dalam perkembangan kurikulum (sifat dan isu dalam metodologi pendidikan kurikulum, pedagogi dan penilaian kurikulum dan trend-trend terkini dalam penyelidikan (dan analisis serta kritikan artikel penyelidikan berkaitan).

*This course aims to provide a thorough understanding of research in curriculum development as a field of study that attempted to unite systematically opinion psychology philosophy and sociology and pedagogy in curriculum development. Lecture / seminar focused on issues in curriculum development (nature and methodology issues in education curricula, pedagogy and curriculum assessment and the latest trends in research (the analysis and critique of research articles related).*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

#### **Rujukan Utama:**

#### **Main References:**

- Norlidah Alias, Abu Bakar Nordin, Saedah Siraj & Mohd Nazri Abdul Rahman. (2014). *Kurikulum: Satu Disiplin Yang Dinamik*. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Saedah Siraj, Norlidah Alias, Dorothy DeWitt & Zaharah Hussin. (2013). *Design and Developmental Research: Emergent Trends in Educational Research*. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Parkay, F.W., Hass, G. J. and Anctil, E. J. (2010). *Curriculum leadership: Ready for developing quality educational programs (9th ed)*. Boston: Pearson Education.
- Omstein, A.C. & Hunkins, F.P. (2009). *Curriculum foundation: Principles and issues (5th ed)*. Boston: Pearson Education.

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### **POG 7004 Pengurusan Kurikulum (3 Kredit)**

### **POG 7004 Curriculum Management (3 Credit)**

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#### **Sinopsis/Synopsis**

Kursus direka bentuk bagi memperkenalkan pelajar kepada proses pelaksanaan kurikulum, asas teori yang digunakan, masalah yang mungkin dan juga biasa dihadapi dan strategi serta pendekatan yang boleh digunakan bagi menyelesaikan masalah dan membolehkan pelaksanaan berjalan lancar.. Antara tajuk yang dibincangkan ialah kes-kes pelaksanaan dalam pelbagai senario perubahan kurikulum, teori dalam perancangan sebagai landasan menentukan strategi pelaksanaan, faktor dalam masalah pelaksanaan kurikulum, langkah dalam menentukan pendekatan yang efektif dalam mengatasi masalah pelaksanaan, sumber data dan pencerakinannya dalam membantu proses pelaksanaan, dan perkembangan professional serta arah aliran dalam pelaksanaan kurikulum dimasa akan datang.

*This course is designed to introduce to students about processes of curriculum implementation, basic theory*

*used, problem faced and strategy and approach used to solved problems and smoothen the implementation. Topics discuss are implementation cases in different changes in curriculum scenario, implementation theories as basis to decide implementation strategy, problems factors in implementation curriculum, steps in deciding effective approach to solve implementation problems, data resources and development in implementation processes and professional development and flow in implementing future curriculum.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Glatthorn, A.A., Boschee, F., Whitehead, B.M., & Boschee, B. F. (2016). *Curriculum Leadership: Strategies for Development and Implementation*. Thousand Oaks, CA: Sage.
- Denis, L., Peter, G., Maggi, I., Bill, G., Richard P., & Terry, M. (2012). *Theory and Practice of Curriculum Studies*, London: Routledge.
- Saedah Siraj (Ed). (2000). *Perkembangan Kurikulum: Teori dan amalan*. Kuala Lumpur: Alam Pintar Entp.
- Sowell, E. J. (2000) *Curriculum: An integrative introduction*. Upper Saddle River: Merill.
- Wiles, J. & Bondi, J. (1998) *Curriculum Development: A guide to practice*. Upper Saddle River: Merill.

**POG7005 Aplikasi Teknologi Dalam Pelaksanaan Kurikulum (3 Kredit)**

**POG7005 Application of Technology in Curriculum Implementation (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk memperkenalkan pelajar kepada prinsip dan amalan teknologi pengajaran untuk membolehkan ia diaplikasikan dalam pengajaran subjek tertentu. Pelajar akan menganalisis literatur tentang penggunaan teknologi dalam konteks pengajaran dan pembelajaran. Tambahan pula, secara berkumpulan, pelajar akan mencadangkan penggunaan teknologi dalam kurikulum sedia ada yang dipilih.

*The course explores the principles and practices of educational technology to enable its application into specific content area. Students will analyse literature on application of educational technology in the context of teaching and learning. Additionally, students will be involved in group work activities in which they will propose integration of technologies into selected existing curriculum*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. International Society for Technology in Education.
- Beach, R., & O'Brien, D. (2014). *Using Apps for Learning Across the Curriculum*. Taylor & Francis.
- Roblyer, M.D. and Doering, A.H. (2013). *Integrating educational technology into teaching*. USA: Pearson
- Nickerson, R. S., & Zodhiates, P. P. (Eds.). (2013). *Technology in education: Looking toward 2020*. Routledge.
- Jonassen, D., & Driscoll, M. (Eds.). (2013). *Handbook of research for educational communications and technology* (Vol. 2). Routledge.
- Picciano, A. G., Dziuban, C. D., & Graham, C. R. (Eds.). (2013). *Research Perspectives in Blended Learning: Research Perspectives* (Vol. 2). Routledge
- Spector, J. M. (2012). *Foundations of educational technology: Integrative approaches and interdisciplinary perspectives*. Routledge.

**POG7006 Perbandingan Global dalam Kurikulum (3 Kredit)**  
**POG7006 Global Comparatives in Curriculum (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direka bentuk untuk memperkenalkan pelajar kepada kajian perbandingan terhadap sistem Pendidikan pelbagai Negara. Fokus akan diberikan kepada aspek-aspek berikut: Isu-isu metodologi di dalam kajian komparatif faktor-faktor yang mempengaruhi sistem pendidikan masa kini; teori dan penyelidikan di dalam perbandingan kurikulum dan analisis isu-isu terkini tentang kualiti pendidikan terutama dalam reka bentuk kurikulum.

*The course is designed to introduce students to research on comparative educational systems from different countries. The focus will be on the following, issues on methodology of the comparative education, factors influencing education system presently, theory and research in comparative curriculum and analysis of the present issues on quality of education particularly in curriculum designs.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Norlidah Alias, Abu Bakar Nordin, Saedah Siraj, Mohd Nazri Abdul Rahman (2014). Kurikulum: Satu Disiplin yang Dinamik. Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Parkay, F.W., Hass, G. J. and Anctil, E. J. (2010). *Curriculum leadership: Ready for developing quality educational programs* (9th ed). Boston: Pearson Education.
- Omstein, A.C. & Hunchins, F.P. (2009). Curriculum foundation: Principles and issues (5th ed). Boston: Pearson Education.

**POG 7007 Penilaian Kurikulum (3 Kredit)**  
**POG 7007 Curriculum Evaluation (3 Credit)**

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**Sinopsis/Synopsis**

Kursus direka bentuk bagi memperkenalkan pelajar kepada model-model penilaian kurikulum bagi membolehkan sesuatu, proses perancangan, rancangan, dan pelaksanaan sesuatu projek kurikulum dianalisis dan dinilai dalam konteks sesuatu situasi. Menerusi maklumat yang diperoleh pelajar akan mampu melihat kesahihan maklumat bagi tujuan sesuatu keputusan dibuat. Antara tajuk yang dibincangkan ialah kerangka teori kepada model-model penilaian, pelbagai model penilaian, kekuatan dan kelemahan sesuatu model sebagai landasan menilai kurikulum, sumber maklumat, verifikasi maklumat, pencerakinan maklumat, tatacara dalam menilai, kekangan dan masalah dalam proses menilai dan penyelesaian yang berkemungkinan dikemukakan, dan menempatkan diri sebagai seorang penilai profesional kurikulum.

*This course is design to introduce students to curriculum evaluation model for planning processes, planning, implementing certain curriculum project for analyzing and evaluate in certain situation. Through information collected by students enable to validate information for the purpose to make decision. Topics discuss including evaluation model, different evaluation model, strength and weakness of the model as basics of evaluating curriculum, information resources, verification of information procedure in evaluation, constrain and problems in evaluation processes, proposed solution and self-positioning as a professional curriculum evaluator*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Alkin, M. C. (2004). *Evaluation roots: Tracing theorists' views and Influences*. Thousand Oaks, CA: Sage
- March, C.J. & Willis, G (2007) *Curriculum: Alternative Approaches, Ongoing Issues* (4th ed) New Jersey: Pearson Education.
- Maduas, G.F & Kellaghan, T. (1992) *Curriculum Evaluation and Assessment dalam P.W. Jackson (Ed) Handbook of Research on Curriculum*. New York: Macmillan Publishing.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2003). *Evaluation: A Systematic approach* (7th ed.). Newbury Park, CA: Sage.
- Posner, G.J. (2004) *Analyzing the Curriculum* (3rd ed) New York, NY: McGraw Hill Stake, R. E. (2004). *Standards-based and responsive evaluation*. Thousand Oaks, CA: Sage.

**POG 7008 Teori dan Amalan Kurrikulum (3 Kredit)**  
**POG 7008 Theory and Curriculum Practice (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini akan mendedahkan pelajar kepada bidang pengajian kurikulum, aliran dan amalannya serta proses kurikulum dan praktisnya. Tajuk kuliah atau perbincangan termasuk: skop pengajian kurikulum; analisis perbandingan terhadap sistem dan sub-sistem kurikulum; teori kurikulum dengan tumpuan kepada Tyler, Taba, dan lain-lain pemikiran falsafah; penilaian dan pengurusan kurikulum.

*The course is designed in order to survey on the meaning and interpretations of curriculum, its establishment as a body of knowledge or discipline, its essential characteristics, elements which determine the designs, orientation of the curriculum, and designing of a curriculum in various contexts, planning and implementation, challenges and decisions on alternatives for intervening and evaluation for the improvement of a curriculum, assessment and curriculum management.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Denis, L., Peter, G., Maggi, I., Bill, G., Richard P., & Terry, M. (2012). *Theory and Practice of Curriculum Studies*, London: Routledge.
- Wayne, R. (2010). *Social Studies Curriculum* (4th ed.): Purposes, Problems, and Possibilities, New York: University of New York Press.
- Alkin, M.C. (2004). *Evaluation roots: Tracing theorist' views and influences*, Thousand Oaks, CA:Sage.
- Saedah, S. (2000). *Perkembangan kurikulum: Teori dan amalan*. Kuala Lumpur: Alam Pintar Enterprise.
- Sowell, E.J. (2000). *Curriculum: An integrative introduction*. Upper Saddle River: Merill.
- Glatthorn, A.A., Boschee, F., Whitehead, B.M., & Boschee, B. F. (2016). *Curriculum Leadership: Strategies for Development and Implementation*. Thousand Oaks, CA: Sage.

**POX 7002 Disertasi (30 kredit)**

**POX 7002 Dissertation (30 credit)**

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**Sinopsis/Synopsis**

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konspetual/ teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan ulasan literatur dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Pelajar akan di selia oleh seorang penyelia sepanjang proses ini. Satu disertasi akan di serahkan untuk penilaian.

*This course requires the student to formulate a research problem and the related conceptual/ theoretical frameworks in any relevant field for the programme registered for and carry out the research coherently.*

*Students would conduct a comprehensive review of the relevant literature, and use appropriate methods of data collection and analysis. Students would be supervised by a lecturer throughout the process. A dissertation will be submitted for examination.*

**Kaedah Penilaian:** Pembentangan Usul Kajian dan Dapatan Kajian

**Assessment Method:** *Proposal Defense and Candidature Defense*

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** *Bahasa Malaysia / English*

**Rujukan Utama:**

**Main References:**

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education. 9<sup>th</sup> Edition.* New York: McGraw Hill, Inc
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson

**POX7003 Analisis Data Kuantitatif dan Kualitatif (3 Kredit)**

**POX7003 Quantitative and Qualitative Data Analysis (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugas praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitatif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

*This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcribing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting educational research.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** *Continuous Assessment: 60%, Examination: 40%*

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** *Bahasa Malaysia / English*

**Rujukan Utama:**

**Main References:**

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition.* Kuala Lumpur. McGraw-Hill.
- Chua, Y. P. (2021). *Basic research statistics (Asas statistik penyelidikan), 4th edition.* Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices.* Kuala Lumpur: University of Malaya Press.

**PQX7007 Analisis Regresi Gunaan (3 Kredit)**  
**PQX7007 Applied Regression Analysis (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direka bentuk untuk membantu pelajar dalam melaksanakan teknik analisis regresi untuk penyelidikan dalam pendidikan. Melalui tugas praktikal, pelajar bukan sahaja mempelajari cara menerapkan teknik statistik, tetapi juga bagaimana membina model regresi. Isi kandungan meliputi kes-kes khas Model Linear Umum (GLM) seperti regresi linear yang mudah, regresi berganda, model linear, model polinomial, outlier, peramal kategori, ANOVA faktorial, ANCOVA dan regresi logistik. Secara umum kursus ini merangkumi teknik regresi yang paling penting yang digunakan dalam penyelidikan pendidikan. Artikel dari jurnal penyelidikan pendidikan digunakan untuk menggambarkan bagaimana teknik regresi diterapkan dan diterangkan dalam literatur saintifik, dan bagaimana hasilnya boleh dilaporkan dan ditafsirkan.

*The course is designed to assist students in applying regression analysis techniques for research in education. Through practical assignments, students not only learn how to apply the statistical techniques, but also how to construct a regression model. The contents cover special cases of General Linear Models(GLM) such as simple linear regression, multiple regression, linear models, polynomial models, outliers, categorical predictors, factorial ANOVA, ANCOVA and logistic regression. In general this course covers the most important regression techniques used in educational research. Articles from educational research journals are used to illustrate how the regression techniques are applied and described in the scientific literature, and how the results can be reported and interpreted.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Darlington, R. & Hayes, A. (2017). *Regression Analysis and Linear Models*. New York: Guilford Press.
- Judd, C.M., McClelland, G.H. & Ryan, C. (2017). *Data Analysis: A Model Comparison Approach*. New York: Routledge.
- Fox, J. (2016). *Applied Linear Regression and Generalized Linear Models*. California: SAGE Publication.
- Kleinbaum, D. & Kuper, L.(2013). *Applied Regression Analysis and Other Multivariable Methods*. New York: Cengage Learning.

### Proposed Graduate on Time Schedule for Masters by Mixed Mode Candidates

Semester	Activities	Output/Milestone	Comments
1	<p><b><u>Register for Part I: Courses</u></b></p> <ul style="list-style-type: none"> <li>• Attend Bahasa Melayu course*</li> <li>• Attend English Language course**</li> <li>• Complete all courses in Semester I and Semester II</li> <li>• Attend relevant workshops/ research seminars (Compulsory: EndNote, Turnitin, Stylewriter)</li> <li>• Come up with a study plan to decide on programme specific and elective courses to take as suitable foundation for research area of interest</li> <li>• Complete Research Methodology Course</li> </ul>	<p><b><u>OUTPUT OF SEM 1:</u></b></p> <ul style="list-style-type: none"> <li>• Completed Bahasa Melayu course</li> <li>• Completed English Language course</li> <li>• Completed a portion of required courses</li> <li>• Familiarized with EndNote, Turnitin, Stylewriter</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Complete all courses in Semester I and Semester II</li> <li>• Consult coordinator/supervisor to determine broad area of interest to research on.</li> <li>• Choose a research topic from a list collated by programme coordinator.</li> </ul> <p><b><u>Register for Part II : Dissertation</u></b></p> <ul style="list-style-type: none"> <li>• Prepare and present proposal <ul style="list-style-type: none"> <li>➢ Research Plan (Gantt Chart)</li> <li>➢ Prepare research instruments (if applicable)</li> <li>➢ Plan data collection procedures (identify research site, seek permission)</li> </ul> </li> </ul>	<p><b><u>OUTPUT OF SEM 2:</u></b></p> <ul style="list-style-type: none"> <li>• Completed all courses</li> <li>• Familiarized with EndNote, Turnitin, Stylewriter</li> <li>• Identified research topic</li> <li>• Research Proposal Approved by Panel</li> <li>• Completed draft of chapters 1, 2 &amp; 3 (Approved by supervisor)</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Collect data/conduct experiment</li> <li>• Analyse data</li> <li>• Expand Research Proposal into drafts of Chapters 1, 2, 3</li> <li>• Finalize Draft of Chapter 1 (Introduction) and 3 (Methodology)</li> <li>• Begin Chapter 4 (Results/Analysis) and Chapter 5 (Discussion and Conclusion)</li> <li>• Prepare and present Candidature Defence</li> </ul>	<p><b><u>OUTPUT OF SEM 3:</u></b></p> <ul style="list-style-type: none"> <li>• Collected data.</li> <li>• Analysed data</li> <li>• Reviewed and completed all chapters</li> <li>• (Approved by supervisor)</li> </ul>	

Semester	Activities	Output/Milestone	Comments
		<ul style="list-style-type: none"> <li>Completed Candidature Defence</li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>Submit 3 Months Notice</li> <li>Finalize all chapters</li> <li>Submit dissertation for examination</li> <li>Committee of Examiners meeting</li> </ul>	<p><b>OUTPUT OF SEM 5:</b></p> <ul style="list-style-type: none"> <li>Submitted 3 Months Notice (early semester)</li> <li>Submitted dissertation for examination</li> <li>Outcome of Committee of Examiners meeting</li> <li>•</li> </ul>	

Notes:

Monitoring Panel

- Chairman & 1 member who is an expert in the field and a supervisor. A fourth member is allowed to be appointed if necessary.
- The same panel should follow through the proposal presentation (seminar 1, Candidature Defence and thesis seminar (seminar 2).
- It is strongly recommended that one member is appointed as internal examiner.
- The main responsibilities of the panel should include the following:
  - Advise the student to improve the research proposal.
  - Monitor the progress of the student
  - Improve the thesis plan.

\*Applicable to all international candidates.

\*\* Applicable to international candidates who are writing their theses in languages other than English.

**JABATAN PENDIDIKAN BAHASA DAN LITERASI  
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION**

**SARJANA PENDIDIKAN SECARA KERJA KURSUS  
MASTER OF EDUCATION BY COURSEWORK**

Program/ Programme	:	Sarjana Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua / <i>Master of Education in English as a Second Language</i>
Kod Program / Programme code	:	PQE
Mod Program / Programme mode	:	Kursus/ <i>Coursework</i>

**KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019/  
UNIVERSITY MALAYA (MASTER'S DEGREE) RULES 2019**

**1. Mod Program/ Programme Mode**

Program secara Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.

*Coursework mode programme involves lectures and the production of a Research Report.*

**2. Syarat Kemasukan/ Admission Requirements**

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:

*Admission requirements for this programme are as follows:*

2. Ijazah Sarjana Muda Pendidikan TESL/TESOL/TEFL dengan PNGK 3.00 atau setaraf  
*A Bachelor of Education Degree TESL/TESOL/TEFL with CGPA of 3.00 or equivalent*

ATAU/OR

3. Ijazah Sarjana Muda dengan PNGK 3.00 atau setaraf  
*A Bachelor Degree with CGPA of 3.00 or equivalent*

DAN/AND

- i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00), atau  
*Postgraduate Diploma in Education (Minimum of CGPA 3.00), or*
- ii. Kelayakan Mengajar yang diiktiraf universiti atau,  
*Teaching qualification recognised by the university, or*
- iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat, atau  
*Teaching experience in an institution recognised by the Senate, or*
- iv. Kelayakan professional dari badan professional yang diiktiraf, atau  
*A professional qualification from recognised professional bodies, or*
- v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa.  
*Qualifications that are approved by the Senate from time to time.*

ATAU/OR

4. Ijazah Sarjana Muda Pendidikan TESL/TESOL/TEFL dengan PNGK 2.70 hingga 2.99 atau setaraf  
*A Bachelor of Education Degree TESL/TESOL/TEFL with CGPA of 2.70 to 2.99 or equivalent*

DAN/AND

Memenuhi sekurang-kurang satu (1) daripada kriteria berikut:

*Fulfilled at least one (1) of the criteria as below:*

- i. Graduan UM, atau  
*UM Graduates, or*
- ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun,  
atau  
*At least one (1) year experience in related field, or*
- iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iv. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*
- v. Merupakan kakitangan agensi kerajaan; atau  
*A government servant; or*
- vi. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
- vii. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

ATAU/OR

5. Ijazah Sarjana Muda dengan PNGK 2.70 hingga 2.99 atau setaraf  
*A Bachelor Degree with CGPA of 2.70 to 2.99 or equivalent*

DAN/AND

- i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00), atau  
*Postgraduate Diploma in Education (Minimum of CGPA 3.00), or*
- ii. Kelayakan Mengajar yang diiktiraf universiti, atau  
*Teaching qualification recognised by the university, or*
- iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat, atau  
*Teaching experience in an institution recognised by the Senate, or*
- iv. Kelayakan professional dari badan professional yang diiktiraf, atau  
*A professional qualification from recognised professional bodies, or*
- v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa  
*Qualifications that are approved by the Senate from time to time*

DAN/AND

Memenuhi satu (1) daripada kriteria berikut:  
*Fulfilled at least one (1) of the criteria as below:*

- i. Graduan UM, atau  
*UM Graduates, or*
- ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun,  
atau  
*At least one (1) year experience in related field, or*
- iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iv. Merupakan penerima biasiswa, atau

- A sponsorship holder, or*
- v. Merupakan kakitangan agensi kerajaan; atau  
*A government servant; or*
  - vi. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
  - vii. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

ATAU/OR

6. Ijazah Sarjana Muda Pendidikan TESL/TESOL/TEFL (PNGK 2.50 – 2.69 atau setaraf)  
*A Bachelor of Education Degree TESL/TESOL/TEFL (CGPA of 2.50 – 2.99 or equivalent)*

DAN/AND

Memenuhi sekurang-kurangnya satu (1) kriteria (bagi pemohon graduan UM) atau dua (2) kriteria (bagi pemohon bukan graduan UM) daripada yang disenaraikan:  
*Fulfilled at least one (1) of the criteria (for UM graduate) or two (2) criteria (for non-UM graduate) as below:*

- i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau  
*At least one (1) year experience in related field, or*
- ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iii. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*
- iv. Merupakan kakitangan agensi kerajaan; atau  
*A government servant; or*
- v. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
- vi. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

ATAU/OR

7. Ijazah Sarjana Muda dengan PNGK 2.50 hingga 2.69 atau setaraf  
*A Bachelor Degree with CGPA of 2.50 to 2.69 or equivalent*

DAN/AND

- i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00), atau  
*Postgraduate Diploma in Education (Minimum of CGPA 3.00), or*
- ii. Kelayakan Mengajar yang diiktiraf universiti, atau  
*Teaching qualification recognised by the university or,*
- iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat, atau  
*Teaching experience in an institution recognised by the Senate, or*
- iv. Kelayakan profesional dari badan profesional yang diiktiraf, atau  
*A professional qualification from recognised professional bodies, or*
- v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa  
*Qualifications that are approved by the Senate from time to time*

## DAN/AND

Memenuhi sekurang-kurangnya satu (1) kriteria (bagi pemohon graduan UM) atau dua (2)

kriteria (bagi pemohon bukan graduan UM) daripada yang disenaraikan:

*Fulfilled at least one (1) of the criteria (for UM graduate) or two (2) criteria (for non-UM graduate) as below:*

- i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun,  
atau  
*At least one (1) year experience in related field, or*
- ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iii. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*
- iv. Merupakan kakitangan agensi kerajaan, atau  
*A government servant, or*
- v. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
- vi. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

## Syarat Bahasa/ *Language Requirements*

### 1. Pemohon Warganegara/ *Local Applicant*

Calon tempatan perlu mempunyai sekurang-kurangnya MUET Band 4.

*Local candidates must obtain a minimum Band 4 for MUET.*

### 2. Pemohon Bukan Warganegara/ *International Applicant*

Memenuhi mana-mana kelulusan seperti yang dinyatakan di atas.

*Fulfilled any qualification as mentioned above.*

## DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:

*Obtained one (1) of the English proficiency examinations as specified below:*

- (i) Memperolehi skor minimum band 6.5 bagi International English Language Testing System (IELTS)(Academic).  
*Obtain a minimum score of band 6.5 for the International English Language Testing Services (IELTS) (Academic).*

atau/or

- (ii) Memperolehi skor minimum sebanyak 576 untuk jumlah berasaskan kertas (PBT), skor sebanyak 232 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 90 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL)  
*Obtain a minimum score of 576 for paper-based total (PBT), a score of 232 for the computer-based total (CBT) or a score of 90 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL)*

atau/or

- (iii) Memperolehi skor minimum 62 Pearson Test of Academic English (PTE Academic)  
*Obtain a minimum score of 62 Pearson Test of Academic English (PTE Academic)*

atau/or

- (iv) Memperolehi minimum gred C bagi subjek Bahasa Inggeris General Certificate of Education (A-Level)  
*Obtain a minimum Grade C for the English Language subject General Certificate of Education (A-Level)*

atau/or

- (v) Memperolehi minimum gred C Cambridge English: First (FCE)  
*Obtain a minimum Grade C for the Cambridge English: First (FCE)*

atau/or

- (vi) Memperolehi minimum gred B Cambridge English: Advance (CAE)  
*Obtain a minimum Grade B for Cambridge English: Advance (CAE)*

atau/or

- (vii) Memperolehi minimum gred C Cambridge English: Proficiency (CPE), atau  
*Obtain a minimum Grade C for Cambridge English: Proficiency (CPE), or*

atau/or

- (viii) Memperolehi minimum band 4 Malaysian University English Test (MUET)  
*Obtain a minimum band 4 Malaysian University English Test (MUET)*

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.

*For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.*

### **3. Tempoh Pengajian / Duration of Study**

Tempoh Minimum <i>Minimum Period</i>	: 2 Semester Biasa dan 1 Semester Khas : 2 Regular Semesters and 1 Special semester
Tempoh Maksimum <i>Maximum period</i>	: 8 Semester Biasa : 8 Regular Semesters

### **4. Matlamat Program / Programme Objective**

Untuk membangunkan pelajar pascasiswazah yang merupakan pengamal berpengetahuan luas serta bertanggungjawab sosial, penyelidik, dan pemimpin yang mempunyai pengetahuan dan kemahiran yang maju dalam bidang pendidikan Bahasa Inggeris Sebagai Bahasa Kedua.

*To develop postgraduates who are well-informed and socially responsible practitioners, researchers and leaders with advanced knowledge and skills in the field of English as a Second Language Education.*

### **5. Objektif Pendidikan Program/ Programme Educational Objectives**

PEO1

Untuk melahirkan pengamal pendidikan yang mempunyai pengetahuan, kemahiran praktikal dan kemahiran lanjutan yang berkebolehan menggunakan teknologi numerasi dan digital dalam persekitaran pendidikan Bahasa Inggeris Sebagai Bahasa Kedua.

PEO2

Untuk melahirkan pengamal pendidikan yang memimpin dengan autonomi, berkomunikasi dan berinteraksi dengan pemegang taruh dalaman dan luaran dalam usaha membina amalan inovatif yang berkaitan dengan pengajaran dan pembelajaran Bahasa Inggeris Sebagai Bahasa Kedua.

PEO3

Untuk melahirkan pengamal pendidikan yang menjunjung amalan profesional dan etika dalam semua persekitaran pendidikan Bahasa Inggeris Sebagai Bahasa Kedua dan mempertahankan integriti profesi sepanjang masa.

#### PEO4

Untuk melahirkan pengamal pendidikan yang mempunyai sikap positif, minda keusahawanan dan amalan lestari dalam memajukan kerjaya dan profesion mereka dalam bidang Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua.

### 6. Hasil Pembelajaran Program / Programme Learning Outcomes

Di akhir program, pelajar dapat:

*At the end of the programme, students will be able to:*

Domain MQF	Hasil Pembelajaran/ Learning Outcomes
PLO1	Membuat analisis dan sintesis yang kritis terhadap pengetahuan lanjutan tentang konsep, teori, kaedah, dan amalan khusus dalam bidang Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua dalam mendepani cabaran kurikulum yang dinamik. <i>Critically analyse and synthesise advanced knowledge on specialized concepts, theories, methods, and practice in the field of ESL education in meeting the challenges of a dynamic curriculum.</i>
PLO2	Menilai senario baharu dan menyelesaikan isu-isu berkaitan Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua secara inovatif dengan mempamerkan penguasaan pengetahuan menerusi penerapan teknik analisis dan numerasi lanjutan. <i>Evaluate emerging scenarios and innovatively solve related issues in ESL education demonstrating mastery of knowledge, incorporating advanced analytical and numerical techniques.</i>
PLO3	Merancang dan menjalankan penyelidikan berdasarkan hasil pembelajaran menggunakan pelbagai teknik, termasuk teknologi digital untuk memantapkan pengetahuan dan amalan mengenai pengajaran dan pembelajaran dalam bidang Bahasa Inggeris Sebagai Bahasa Kedua. <i>Organise and conduct outcomes-based research employing various techniques, including digital technology to strengthen the knowledge and practices on teaching and learning in the field of ESL education.</i>
PLO4	Menampilkan gaya kepimpinan yang sesuai dan mempamerkan tanggungjawab dan autonomi dalam persekitaran Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua semasa yang baharu dan dinamik. <i>Adapt suitable leadership styles and demonstrate responsibility and autonomy in emerging and dynamic setting of ESL education.</i>
PLO5	Berkomited untuk melaksanakan tugas sama ada secara individu atau secara berpasukan interdisiplin dengan kemahiran berkomunikasi dan interpersonal yang baik dalam semua persekitaran Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua. <i>Commit to delivering tasks either individually or through multi-disciplinary teams with good communication and interpersonal skills in all ESL education settings.</i>
PLO6	Menjunjung profesionalisme dan etika untuk memenuhi standard pengajaran dan penyelidikan profesional bagi meningkatkan imej profesion sepanjang masa. <i>Uphold professionalism and ethics to fulfil professional teaching and research standards in enhancing the image of the profession at all times.</i>
PLO7	Mempamerkan sikap positif dan komitmen dalam pembelajaran sepanjang hayat dengan pemikiran keusahawanan bagi menangani perubahan dunia Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua untuk kemajuan profesional. <i>Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of ESL education and for professional advancement.</i>

### 7. Struktur Program / Programme Structure

Struktur Program Sarjana Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua berasaskan pendekatan bersifat kontemporari untuk melahirkan warga pendidik yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan

Transformasi Negara.

*The Master of Education in English as a Second Language is based on contemporary approaches to produce excellent educators. The design of the curriculum content is in line with education knowledge development from a service and teaching perspective which are parallel with the National Education Philosophy, National Vision as well as the National Transformation Plan.*

Program ini merangkumi Empat Puluh Dua (42) kredit yang merangkumi Dua Puluh Empat (24) kredit bagi kursus teras, Enam (6) kredit elektif dan Dua Belas (12) kredit bagi projek penyelidikan. Strategi pembelajaran melibatkan aktiviti kuliah, perbincangan, pembentangan, tugas, penyelidikan dengan menggunakan pendekatan yang komprehensif dan inovatif.

*The programme consists of forty-two (42) credit that involves twenty-four (24) credit of core courses, six (6) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.*

#### **Kursus Teras (Pilihan Wajib) / Core Courses (Compulsory)**

POX7001	Kaedah Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>	3 kredit <i>credits</i>
POX7003	Analisis Data Kuantitatif dan Kualitatif <i>Quantitative and Qualitative Data Analysis</i>	3 kredit <i>credits</i>
PQE7001	Pemerolehan Bahasa Kedua <i>Second Language Acquisition</i>	3 kredit <i>credits</i>
PQE7004	Analisis Teks dan Wacana <i>Text and Discourse Analysis</i>	3 kredit <i>credits</i>
PQE7006	Pendidikan untuk Guru Bahasa Kedua <i>Second Language Teacher Education</i>	3 kredit <i>credits</i>
PQE7013	Perspektif Sosiolinguistik dalam Kelas Bahasa <i>Sociolinguistics Perspectives on Language Classroom</i>	3 kredit <i>credits</i>
PQE7015	Prinsip dan Amalan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua <i>Principles and Practice in Teaching English as a Second Language</i>	3 kredit <i>credits</i>
PQE7016	Seminar Penyelidikan dalam Pendidikan Bahasa Inggeris <i>Research Seminar in English Language Education</i>	3 kredit <i>credits</i>

#### **Kursus Elektif (Pilih Dua) / Elective Courses (Select Two)**

PQE7019	Bacaan dan Penulisan: Teori dan Amalan <i>Reading and Writing: Theory and Practice</i>	3 kredit <i>credits</i>
PQE7017	Penulisan Akademik dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua <i>Academic Writing in Teaching English as a Second Language</i>	3 kredit <i>credits</i>
PQE7011	Pengukuran Untuk Bahasa Kedua <i>Second Language Assessment</i>	3 kredit <i>credits</i>
PQE7018	Sastera dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua <i>Literature in Teaching English as a Second Language</i>	3 kredit <i>credits</i>
PQE7014	Mendengar dan Bertutur: Teori dan Amalan <i>Listening and Speaking: Theory and Practice</i>	3 kredit <i>credits</i>
PQX7001	Statistik untuk Penyelidikan dalam Pendidikan <i>Statistics for Research in Education</i>	3 kredit <i>credits</i>

#### **Penyelidikan / Research**

PQX7002	Projek Penyelidikan <i>Research Project</i>	12 kredit <i>credits</i>
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**SARJANA PENDIDIKAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA  
SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)  
MASTERS OF EDUCATION IN ENGLISH AS A SECOND LANGUAGE  
LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

KOMPONEN / COMPONENT	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT TOTAL CREDIT
	KURSUS COURSES	KREDIT CREDIT	KURSUS COURSES	KREDIT CREDIT	KURSUS COURSES	KREDIT CREDIT	
Kursus Teras/ Core Courses	POX7001 Kaedah Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>  PQE7001 Pemerolehan Bahasa Kedua <i>Second Language Acquisition</i>  PQE7015 Prinsip dan Amalan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua <i>Principles and Practice in Teaching English as a Second Language</i>  PQE7006 Pendidikan untuk Guru Bahasa Kedua <i>Second Language Teacher Education</i>  PQE7013 Perspektif Sosiolinguistik dalam Kelas Bahasa <i>Sociolinguistics Perspectives on Language Classroom</i>	3 3 3 3 3	POX7003 Analisis Data Kuantitatif dan Kualitatif <i>Quantitative and Qualitative Data Analysis</i>  PQE7016 Seminar Penyelidikan dalam Pendidikan Bahasa Inggeris <i>Research Seminar in English Language Education</i>  PQE7004 Analisis Teks dan Wacana <i>Text and Discourse Analysis</i>	3 3 3			24
Kursus Elektif (Pilih Dua) <i>Elective Courses (Select Two)</i>	PQE7011 Pengukuran Untuk Bahasa Kedua <i>Second Language Assessment</i>  PQE7017 Penulisan Akademik dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua <i>Academic Writing in Teaching English as a Second Language</i>  PQE7018 Sastera dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua <i>Literature in Teaching English as a Second Language</i>	3 3 3	PQE7019 Bacaan dan Penulisan: Teori dan Amalan <i>Reading and Writing: Theory and Practice</i>  PQE7014 Mendengar dan Bertutur: Teori dan Amalan <i>Listening and Speaking: Theory and Practice</i>  PQX7001 Statistik untuk Penyelidikan dalam Pendidikan <i>Statistics for Research in Education</i>	3 3 3			6
Projek Penyelidikan <i>Research Project</i>			PQX7002 Projek Penyelidikan (P1) <i>PQX7002 Research Project (Part 1)</i>	6	PQX7002 Projek Penyelidikan (P2) <i>PQX7002 Research Project (Part 2)</i>	6	12
Jumlah Kredit <i>Total Credits</i>		18		18		6	42

**JUMLAH KREDIT KESELURUHAN: 42 Kredit  
OVERALL TOTAL CREDIT: 42 Credit**

**PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 /  
UNIVERSITI MALAYA (MASTER'S DEGREE) REGULATIONS 2019**

**1. Pendaftaran Kursus / Course registration**

- (1) Pendaftaran kursus hendaklah dilakukan sebelum permulaan semester di mana calon telah ditawarkan kemasukan ke program pengajian tersebut'  
*Course registration must be completed before the commencement of the semester in which the candidate has been offered admission into the said programme of study.*
- (2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.  
*The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.*

**2. Penyeliaan / Supervision**

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.  
*Appointment of supervisor must be done no later than the first semester of study.*

**3. Ketetapan Bidang Penyelidikan / Determination of Research Areas**

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.  
*Research area must be determined before the candidate begins his or her research.*

**4. Laporan Penyelidikan / Research Report**

- (1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.  
*The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination*
- (2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.  
*The candidate shall submit his/her research report for examination within the candidacy period.*
- (3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi Kertas Projek/ Laporan Penyelidikan.  
*Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for Project Paper/ Research Report.*
- (4) Bagi calon yang belum menghabiskan kursus teras dan kursus elektif perlu melengkapkan kursus-kursus tersebut sebelum pendaftaran Kertas Projek/ Laporan Penyelidikan.  
*Candidate are required to complete all courses before registering for Project Paper/ Research Report.*
- (5) Calon perlu mendaftar kursus PROGRESIF 1 dan PROGRESIF 2 bagi DUA (2) SEMESTER BERTURUT-TURUT dan membuat rujukan bersama penyelia setiap kemajuan Kertas Projek/ Laporan Penyelidikan yang dijalankan.  
*Candidates who have registered for Project Paper/ Research Report are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.*

## **SINOPSIS KURSUS / COURSE SYNOPSIS**

### **PQE7001 Pemerolehan Bahasa Kedua (3 kredit) PQE7001 Second Language Acquisition (3 credits)**

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#### **Sipnosis/Synopsis**

Kursus ini meneroka pelbagai pendekatan untuk mengkaji pengambilalihan bahasa kedua dalam kedua-dua tetapan yang diarahkan dan naturalistik. Kursus ini memberi tumpuan kepada pelbagai faktor yang mempengaruhi pembelajaran / pemerolehan bahasa kedua, serta cara mengkaji ciri-ciri bahasa pelajar. Sepanjang kursus ini, para pelajar digalakkan untuk merenungkan kaitan penyelidikan bahasa kedua untuk pengalaman mereka sendiri sebagai kedua-dua pelajar bahasa dan profesional yang bekerja dalam konteks pendidikan atau bidang yang berkaitan dengan bahasa lain.

*This course explores a variety of approaches to the study of second language acquisition in both instructed and naturalistic settings. The course focuses on the range of factors that influence the learning/acquisition of a second language, as well as ways of studying the characteristics of learner language. Throughout the course, students are encouraged to reflect on the relevance of second language acquisition research to their own experiences as both language learners and professionals working in educational contexts or other language-related areas.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Gass, S., Behney, J., & Plonsky, L (2019) *Second Language Acquisition: An Introductory Course*. Mahwah, New Jersey, Lawrence Erlbaum Associates
- Mackey, A., & Gass, S.M. (2017). *Second language research: Methodology and design*. Mahwah, NJ: Erlbaum.
- Mitchell, R. & Myles, F. (2019) *Second Language Learning Theories*. Oxford: Oxford University Press.

### **PQE7004 Analisis Teks dan Wacana (3 kredit)**

### **PQE7004 Text and Discourse Analysis (3 credits)**

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#### **Sinopsis/Synopsis**

Matlamat kursus ini adalah untuk menyediakan pemahaman yang komprehensif mengenai penggunaan kaedah penilaian teks dan wacana dalam pendidikan. Topik kursus merangkumi analisis perbualan, sosiolinguistik interaksional, analisis genre, etnografi komunikasi dan analisis kritikal wacana. Kursus ini juga akan memberi tumpuan kepada penganalisaan teks dan wacana yang berlaku di rumah, di bilik darjah dan di tempat kerja; dan penerokaan implikasinya terhadap pengajaran dan pembelajaran bahasa.

*The aim of the course is to provide a comprehensive understanding of the use of text and discourse analytical approaches and methods in educational settings. Topics covered include conversational analysis, interactional sociolinguistics, genre analysis, ethnography of communication and critical discourse analysis. The course will also focus on analysing of texts and discourses that take place at home, in the classrooms and at the workplace; and exploring its implication on language teaching and learning.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Jones, R. (2019). *Discourse analysis*. (2nd Edition). Abingdon: Routledge.

- Flowerdew, J., & Richardson, J. (2017) *The Routledge handbook of critical discourse studies*. London: Taylor & Francis.
- Johnson, B. (2017). *Discourse analysis*. (3rd Edition) Oxford: Blackwell

**PQE7006 Pendidikan untuk Guru Bahasa Kedua (3 kredit)**  
**PQE7006 Second Language teacher education (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini meneliti pelbagai isu kompleks berkaitan pengalaman profesional dalam Pendidikan Guru Bahasa Kedua yang berkisarkan reka bentuk kurikulum, pelaksanaan, dan pembelajaran professional. Ia meneroka pengalaman peribadi dan profesional dalam pembelajaran, latihan perguruan, dan pengajaran bahasa kedua dan kaitannya dengan isu seperti polisi, kurikulum, kerjasama sekolah, universiti, pementoran dan sebagainya. Kursus ini membincangkan peranan teknologi digital dalam pendidikan dan perkembangan guru bahasa kedua. Disamping itu, ia meneroka implikasi kepada pedagogi, teori, dan penyelidikan dalam pendidikan guru bahasa kedua.

*This course examines a range of complex issues concerning the professional experience in Second Language Teacher Education with regard to curriculum design and implementation, as well as professional learning. It also explores the context of personal and professional experience in second language learning, teacher training, and teaching with relations to contextual issues such as policies, curricular, university-school partnership, and mentoring, and etc. This course highlights the role of digital technology in second language teacher education and development. In addition, it explores research-informed implications for pedagogy, theory, and research in second language teacher education.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Walsh, S., & Mann, S. (Eds) (2019) *The Routledge Handbook of English Language Teacher Education (First Edition)*. Routledge.
- Farrel, T.S.C (Ed.) (2018). *International Perspectives on English Language Teacher Education*. Springer.
- Mercer, S., Gregersen, T. (2020). *Teacher wellbeing*. Oxford: Oxford University Press.

**PQE7013 Perspektif Sosiolinguistik dalam Kelas Bahasa (3 kredit)**

**PQE7013 Sociolinguistics Perspectives on Language Classroom (3 credits)**

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**Sinopsis/Synopsis**

Matlamat kursus ini adalah untuk membangunkan kesedaran dan memberikan pemahaman yang menyeluruh tentang domain sosiolinguistik yang mempunyai pengaruh yang signifikan terhadap pendekatan dan pemilihan pedagogi dalam bilik darjah serta isu-isu pembelajaran bahasa khasnya yang melibatkan pelajar Bahasa Inggeris sebagai bahasa kedua (PBISBK).

*The aim of the course is to develop awareness and provide a comprehensive understanding of the sociolinguistics domains that have a significant influence on the pedagogical approaches and decisions in the language classrooms as well as language learning issues, particularly involving English as a second language (ESL) learners.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Barnard, R. & Hasim, Z. (Eds). (2018). *English medium instruction programmes: perspectives from South East Asian universities*. UK, London: Routledge.
- McKay, S.L. (2017) *Sociolinguistics and Language education*. In: Van Deusen-Scholl N., May S. (eds) *Second and Foreign Language Education. Encyclopedia of Language and Education* (3rd ed.). Springer, Cham.
- Coulmas, F. (2017). *The Handbook of Sociolinguistics*. Blackwell Publishing Ltd.

**PQE7011 Pengukuran Untuk Bahasa Kedua (3 kredit)****PQE7011 Second Language Assessment (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini menekankan bahan pengukuran yang formal dan tidak formal dalam menyokong Pengajaran Bahasa Inggeris sebagai Bahasa Kedua. Ia memberikan kefahaman mendalam tentang isu-isu yang berkaitan pengukuran bahasa di mana pelajar akan mendalami kefahaman konsep, merekabentuk dan menilai cara dan kaedah pengukuran untuk menyokong pengajaran dan pembelajaran. Pelajar juga akan mengenalpasti impak polisi dalam pengukuran nasional, daerah dan sekolah dan akan mendalami situasi pelajar-pelajar Bahasa Inggeris berkaitan dengan target pengukuran sekolah serta implikasi syarat penilaian terhadap kurikulum dan pelan pelajaran.

*This course focuses on formal and informal assessment tools and practices that support the learning of English language among ESL learners. It provides a deep understanding of issues related to the assessment of language where students will involve in understanding concepts, designing and evaluating assessment methods and practices to support teaching and learning. Students will also examine the impact of national, district and school policies about testing and examine the case of English language learners in relation to school assessment targets, and the implications of testing requirements on curriculum and lesson planning.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:****Main references:**

- Aryadoust, Vahid; Raquel, Michelle. (2019). *Quantitative data analysis for language assessment. Volume I, Fundamental technique*. Routledge Research in Language Education.
- Aryadoust, Vahid; Raquel, Michelle. (2019). *Quantitative data analysis for language assessment. Volume II, Fundamental technique*. Routledge Research in Language Education.
- Green, A. (2021). *Exploring language assessment and testing language in action* (2nd Edition). Routledge.

**PQE7014 Mendengar dan Bertutur: Teori dan Amalan (3 kredit)****PQE7014 Listening and Speaking: Theory and Practice (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk membangunkan kefahaman peserta mengenai asas teori dalam pengajaran dan pembelajaran kemahiran mendengar dan bertutur dalam bahasa kedua. Kursus dimulakan dengan membangkitkan isu utama dalam pengajaran kemahiran mendengar dan bertutur, termasuklah masalah yang dialami oleh pelajar serta jenis kemahiran dan strategi yang terlibat dalam mendengar dan bertutur. Kursus ini juga membincangkan faktor yang terlibat dalam mendengar dalam bahasa kedua, termasuklah konsep utama seperti proses *top-down* dan *bottom-up* serta kemahiran mikro dalam mendengar. Kursus ini juga meneliti secara kritikal pendekatan semasa dalam pengajaran semasa dalam penagajaran kemahiran mendengar dalam bahasa kedua dan memperkenalkan pembangunan silibus dan bahan mengajar semasa. Kursus ini seterusnya meneroka pengetahuan, kemahiran dan proses yang terlibat dalam kemahiran bertutur dalam bahasa kedua dengan berfokuskan kepada ciri-ciri *pragmalinguistics* seperti kesopanan dan pengurusan perbualan. Kursus ini turut mempertimbangkan implikasi kepada

perkembangan kemahiran bertutur dalam bahasa kedua serta mengkaji pendekatan metodologi semasa.

*The course aims to develop participants' understanding of the theoretical bases for the teaching of listening and speaking skills in the second language classroom. The course begins by raising key issues in the teaching of listening and speaking skills, including the kinds of problems encountered by L2 learners and the types of skills and strategies involved in listening and speaking. In addition, this course discusses factors involved in L2 listening, involving key concepts such as top-down and bottom-up processes, and in particular focusing on listening micro-skills. The course next critically examines current approaches to teaching listening skills, and introduces some recent developments in syllabus and materials design. The course explores what is involved in L2 speaking in terms of knowledge, skills and processes, and in particular focus on pragmalinguistic features such as politeness and conversational management. The course moves on to consider the implications of digital technology on the teaching, learning, and testing of second language listening and speaking.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Pawlak, Miroslaw. (2017). *Issue in teaching, learning and testing speaking in a second language*. New York: Springer.
- Newton, J.M., & Nation, I.S.P. (2021). *Teaching ESL/EFL listening and speaking* (2nd Edition). Routledge.
- Newton, J.M., Ferris, D.R., Goh, C.C.M., Grabe, W, Stoller, F.L., and Vandergrift, L. (2018). *Teaching English to second language learners in academic contexts - Reading, Writing, Listening and Speaking*. New Routledge.

**PQE7015 Prinsip dan Amalan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (3 kredit)**

**PQE7015 Principles and Practice in Teaching English as a Second Language (3 credits)**

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### **Sinopsis/Synopsis**

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang aspek-aspek yang berkaitan pengajaran dan pembelajaran bahasa. Pelajar akan didedahkan dengan teori, metodologi serta pelbagai isu yang berkaitan kajian dan amalan dalam pengajaran dan pemerolehan bahasa; meneliti dan mengkaji tentang pelbagai sumbangan dalam penyelidikan yang berhubung pengajaran dan pembelajaran bahasa.

*This course provides an overview of teaching English to speakers of other languages with an emphasis on methodology. Through a program of lectures, readings and discussions, we will explore the educational contexts in which English is taught and learned, some methods and materials that teachers have used to teach it, and the links between what teachers and learners do in class and what applied linguistic research tells us about how second languages are learned.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching: Research-based principles and practices*. Taylor & Francis.
- Hanks, J. (2017). *Exploratory practice in language teaching: Puzzling about principles and practices*. Springer.
- Cope, B., & Kalantzis, M. (Eds.). (2017). *A pedagogy of multiliteracies: Learning by design*. Springer.

**PQE7016 Seminar Penyelidikan dalam Pendidikan Bahasa Inggeris (3 kredit)  
PQE7016 Research Seminar in English Language Education (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini memberi tumpuan kepada prinsip penyelidikan umum dan penggunaan kaedah penyelidikan dalam kajian bahasa. Ia merangkumi keseluruhan proses penyelidikan daripada memilih topik, mencari kesusasteraan berkaitan topik, dan merumuskan soalan penyelidikan, untuk menulis cadangan penyelidikan. Penerokaan metodologi penyelidikan kuantitatif, kualitatif dan kaedah penyelidikan bercampur mengembangkan literasi penyelidikan pelajar untuk memahami laporan penyelidikan dan merancang projek penyelidikan.

*This course focuses on general principles of research and the use of research methods in language studies. It covers the whole process of research from choosing a topic, searching the related literature on the topic, and formulating research questions, to writing up research proposals. The exploration of quantitative, qualitative, and mixed-method research methodologies develops students' research literacy to understand research reports and to design research projects.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Belcher, W.L. (2019). *Writing Your Journal Article in Twelve Weeks: A guide to academic publishing success*. University of Chicago Press.
- Creswell, J.W. (2017). *Research Design* 5th Edition. London: Sage
- Juliana Othman & Maskanah Mohd Lotfie. (2019). *Research design for language studies*. UM Press.

**PQE7017 Penulisan Akademik dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (3 kredit)  
PQE7017 Academic Writing in Teaching English as a Second Language (3 hours)**

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**Sinopsis/Synopsis**

Dalam kursus ini pelajar akan terlibat dalam berikut: penganalisaan ciri-ciri retorik dan linguistik dalam artikel kajian dalam bidang masing-masing; koleksi sumber-sumber akademik untuk rumusan, kritikan dan sintesis, komposisi pelbagai bahagian artikel kajian dan juga dua atau lebih artikel penuh; dan analisis dan perbincangan penulisan mereka. Pada akhir kursus ini, pelajar akan lebih mengetahui untuk menterjemahkan aktiviti kesarjanaan mereka menjadi kajian yang mematuhi kehendak komuniti akademik Bahasa Inggeris.

*In this course, students engage in the following: the analysis of rhetorical and linguistic features in research articles in their field; the collection of academic sources for summary, critique, and synthesis; the composition of various sections of research articles as well as two or more complete research articles; and the analysis, revision, and discussion of their own writing. By the end of the course, students will be able to translate their scholarly activities into written reports that conform to the expectations of the English-speaking academic community.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Bailey, S. (2018). *Academic Writing: a handbook for international students*. Routledge.
- Bitchener, J., Storch, N., & Wette, R. (2018). *Teaching writing for academic purposes to multilingual students instructional approaches*. Routledge.
- Bitchener, J. (2018). *A guide to supervising non-native English writers of theses and dissertations focusing on the writing process*. Routledge.

**PQE7018 Sastera dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (3 kredit)**

**PQE7018 Literature in Teaching English as a Second Language (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini meneroka isu-isu dalam pendidikan kesusasteraan dalam konteks di mana Bahasa Inggeris diajar sebagai bahasa kedua. Ia mengkaji peranan kesusasteraan dalam kurikulum dengan memberi tumpuan kepada bagaimana pengalaman berdasarkan kesusasteraan dapat direka bentuk secara bermakna dan menyenangkan bagi pelajar sambil memupuk perkembangan bahasa dan estetika serta pertumbuhan peribadi. Ia akan meneroka proses bacaan sastera, tanggapan bahasa dan kecekapan sastera dan asas-asas teori dalam pengajaran dan pembelajaran kesusasteraan berasaskan untuk membangunkan amalan tentang pengajaran genre prosa, puisi dan drama. Perkembangan pedagogi pengajaran dan pembelajaran kesusasteraan yang sensitif dan responsif akan dipertimbangkan. Prinsip pengajaran dan pembelajaran kesusasteraan akan diambil dari pengalaman kelas dan juga kajian terkini. Pelajar akan membuat refleksi dan menganalisis bacaan yang berkaitan.

*This course explores issues in literature education in contexts where English is taught to speakers of other languages. It examines the role of literature in the curriculum focusing on how literature-based experiences could be personally meaningful and pleasurable for learners while fostering language and aesthetic development as well as personal growth. It will explore the processes of literary reading, the notions of language and literary competence and the theoretical bases on which literature teaching and learning can be based to develop the informed practice of the teaching of the genres of prose, poetry and drama. The development of a context-sensitive and responsive pedagogy of literature teaching and learning will be considered. Principles for the teaching and learning of literature will be culled from classroom experiences as well as recent scholarship. Students will reflect on and analyse relevant readings.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Thomas, P. (2018). *Approaches to learning and teaching literature in English: a toolkit for international teachers*. Cambridge, UK: Cambridge University Press
- Loh, C. E., Choo, S., & Beavis, C. (2018). *Literature education in the Asia-Pacific: policies, practices, and perspectives in global times*. London: Routledge.
- Goodwyn, A., Durrant, C., Reid, L., & Scherff, L. (2018). *International perspectives on the teaching of literature in schools: Global principles and practices*. Oxon, UK: Routledge.

**PQE7019 Bacaan dan Penulisan: Teori dan Amalan (3 kredit)**

**PQE7019 Reading and Writing: Theory and Practice (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini meneliti penyelidikan mengenai pengajaran membaca dan menulis dalam Bahasa Inggeris sebagai bahasa kedua atau asing. Membaca dan menulis di peringkat sekolah rendah dan menengah, serta di peringkat tertiar akan dipertimbangkan. Tumpuan kursus akan diberikan kepada orientasi teori; kaedah penyelidikan-teori-amalan; dan isu kritikal dan bidang penyelidikan dalam pengajaran atau membaca dan menulis. Implikasi untuk kurikulum, pedagogi dan penilaian akan dipertimbangkan.

*The course examines the research on the teaching of reading and writing in English as a second or foreign language. Reading and Writing at the primary and secondary school level, as well as at the tertiary level will be considered. The focus of the course will be on theoretical orientations; research-*

*theory-practice links; and critical issues and researchable areas in the teaching or reading and writing. Implications for curriculum, pedagogy and assessment will be considered.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Inggeris

**Medium of instruction:** English

**Rujukan Utama:**

**Main references:**

- Hinkel, E. (2020). *Teaching academic L2 writing practical techniques in vocabulary and grammar (2nd Edition)*. Routledge.
- Birch, M. B., & Fulop, S. (2021). *English L2 reading: getting to the bottom*. Routledge.
- Nation, I.S.P., & Macalister, J. (2021). *Teaching ESL/EFL reading & writing (2nd Edition)*. Routledge.

**PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)**

**PQX7001 Statistics for Research in Education (3 credits)**

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#### **Sinopsis/Synopsis**

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugas praktikal, pelajar akan mempelajari cara menggunakan prosedur statistik yang sesuai. Disamping itu, cara mengenalpasti masalah dalam analisis data seperti kes ekstrim (outlier), taburan tidak normal dan lain-lain juga akan dibincangkan. Data daripada penyelidikan pendidikan akan digunakan untuk menunjukkan bagaimana teknik statistik diaplikasi, ditafsir dan dilaporkan menurut format APA. Isi kandungan kursus ini termasuk organisasi data, perwakilan secara grafik, ukuran kecenderungan memusat, ukuran kebolehubahan, skala pengukuran, taburan normal, konsep pengujian hipotesis, perbandingan perbezaan antara dua min (sample besar dan kecil), perbandingan perbezaan antara dua varians, jadual kontingensi, pengujian khi kuasa dua, ujian korelasi Pearson, persampelan rawak yang ringkas dan ANOVA satu hala. Secara umum kursus ini merangkumi teknik prosedur deskriptif dan inferensi penting yang digunakan dalam penyelidikan pendidikan. Indeks saiz kesan dan cara meningkatkan kuasa sesuatu prosedur statistik juga akan dibincangkan.

*The course is designed to assist students in applying basic statistics for research in education. Through practical assignments, students will learn appropriate the statistical procedures. In addition, the methods in identifying the problems in data analysis such as extreme values (outliers), non-normal distribution will be discussed. Data from educational research journals are used to illustrate how the statistical techniques are applied, described and reported using the APA format. The contents cover the organisation of data, graphical representation of data, measurements of variables, central tendency and variability; measurement scales; normal distribution; concept of hypothesis testing, comparison of means (small and large samples), comparison of variances, contingency tables, Chi Square test, Pearson correlation, random sample and one-way ANOVA. In general, the course covers the most important descriptive and inferential statistical techniques used in educational research. Effect size indices and statistical power will be discussed.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia dan Bahasa Inggeris

**Medium of instruction:** Bahasa Malaysia and English

**Rujukan Utama:**

**Main references:**

- Chua, Y.P. (2020). *Mastering research statistics, 2<sup>nd</sup> Edition*. Kuala Lumpur: McGraw Hill.
- Lomax, R.& Vaughn D.L. (2020). *An introduction to statistical concepts. 4th edition*. New York: Routledge.
- Bluman, A.G. (2019). *Elementary statistics: A step by step approach (9<sup>th</sup> edition)*. New York: McGraw Hill.
- Christopher, A.N. (2016). *Interpreting and using statistics in psychological research*. London: SAGE Publications.
- Field, A. (2013). *Discovering statistics using SPSS*. London: SAGE Publication.

- Lind, D., Marchal, W., & Wathen, S. (2011). *Basic statistics for Business & Economics*. New York: McGraw Hill.

**PQX7002 Projek Penyelidikan (12 Kredit)**  
**PQX7002 Research Project (12 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memerlukan pelajar memformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Pelajar akan diselia oleh seorang penyelia sepanjang proses ini. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan diserahkan untuk penilaian.

*This course requires students to formulate research problems and relevant conceptual / theoretical framework in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.*

**Kaedah Penilaian:** Penilaian Berterusan: Gred akhir diberi

**Assessment Method:** Continuous Assessment: A final grade is given

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Chua Yan Piaw. (2020). *Mastering research methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative and mixed methods approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative research* (4<sup>th</sup> edition). London: Sage Publication.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition). New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research statistics. 3rd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research methods: the key concepts*. Routledge.
- Newman, W. (2011). *Basics of social research: qualitative and quantitative approaches* International Edition (3rd Edition). Pearson.

**POX7001 Kaedah Penyelidikan dalam Pendidikan (3 Kredit)**

**POX7001 Research Methods in Education (3 Credit)**

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**Sinopsis/Synopsis**

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkjinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.

*Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed in the preparation of research proposal includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) designing relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition.* Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: quantitative, qualitative and mixed methods approaches (5th Ed.).* USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches (4th Ed.).* USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, Universiti Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education (10th Ed.).* New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: quantitative, qualitative, and mixed approaches (5th Ed.).* USA: SAGE Publications, Inc.
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**POX7003 Analisis Data Kuantitatif dan Kualitatif (3 Kredit)**

**POX7003 Quantitative and Qualitative Data Analysis (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugas praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitatif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

*This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students do not only learn how to choose the right data analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcribing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting educational research.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

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**JABATAN PENDIDIKAN BAHASA DAN LITERASI  
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION**

**SARJANA PENDIDIKAN SECARA KERJA KURSUS  
MASTER OF EDUCATION BY COURSEWORK**

Program/ <i>Programme</i>	:	Sarjana Pendidikan Bahasa Arab/ <i>Master of Arabic Language Education</i>
Kod Program/ <i>Programme Code</i>	:	PQF
Mod Program/ <i>Programme Mode</i>	:	Kursus/ <i>Coursework</i>

**KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 /  
UNIVERSITI MALAYA (MASTER'S DEGREE) RULES 2019**

**1. Jenis Program / Programme Type**

Program secara kursus, iaitu program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan

*This is a programme by coursework, which involves lectures and the production of a Research Report.*

**2. Syarat Kemasukan / Admission Requirements**

(1) Pemohon Warganegara/ *Local Applicant*

Ijazah Sarjana Muda Pendidikan dalam bidang Bahasa Arab atau Pengajian Islam dengan PNGK 3.00 atau setaraf

*A Bachelor of Education Degree in the field of Arabic Language or Islamic Studies with CGPA of 3.00 or equivalent*

ATAU/OR

Ijazah Sarjana Muda dengan PNGK 3.00 atau setaraf

*A Bachelor Degree with CGPA of 3.00 or equivalent*

DAN/AND

- i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,  
*Postgraduate Diploma in Education (Minimum of CGPA 3.00), or*
- ii. Kelayakan Mengajar yang diiktiraf universiti atau,  
*Teaching qualification recognised by the university, or*
- iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,  
*Teaching experience in an institution recognised by the Senate, or*
- iv. Kelayakan professional dari badan professional yang diiktiraf atau  
*A professional qualification from recognised professional bodies, or*
- v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa  
*Qualifications that are approved by the Senate from time to time*

ATAU/OR

Ijazah Sarjana Muda Pendidikan dalam bidang Bahasa Arab atau Pengajian Islam dengan PNGK 2.70 hingga 2.99 atau setaraf

*A Bachelor of Education Degree in the field of Arabic Language or Islamic Studies with CGPA of 2.70 to 2.99 or equivalent*

DAN/AND

Memenuhi sekurang-kurang satu (1) daripada kriteria berikut:

*Fulfilled at least one (1) of the criteria as below:*

- i. Graduan UM, atau  
*UM Graduates, or*
- ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun,  
atau  
*At least one (1) year experience in related field, or*
- iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iv. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*
- v. Merupakan kakitangan agensi kerajaan; atau  
*A government servant; or*
- vi. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
- vii. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

ATAU/OR

Ijazah Sarjana Muda dengan PNGK 2.70 hingga 2.99 atau setaraf  
*A Bachelor Degree with CGPA of 2.70 to 2.99 or equivalent*

DAN/AND

- i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00), atau  
*Postgraduate Diploma in Education (Minimum of CGPA 3.00), or*
- ii. Kelayakan Mengajar yang diiktiraf universiti atau,  
*Teaching qualification recognised by the university, or*
- iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,  
*Teaching experience in an institution recognised by the Senate, or*
- iv. Kelayakan profesional dari badan profesional yang diiktiraf atau  
*A professional qualification from recognised professional bodies, or*
- v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa  
*Qualifications that are approved by the Senate from time to time*

DAN/AND

Memenuhi satu (1) daripada kriteria berikut:  
*Fulfilled at least one (1) of the criteria as below*

- i. Graduan UM, atau  
*UM Graduates, or*
- ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun,  
atau  
*At least one (1) year experience in related field, or*
- iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iv. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*

- v. Merupakan kakitangan agensi kerajaan, atau  
*A government servant, or*
- vi. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
- vii. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

ATAU/OR

Ijazah Sarjana Muda Pendidikan dalam bidang Bahasa Arab atau Pengajian Islam (PNGK 2.50 – 2.69 atau setaraf)  
*A Bachelor of Education Degree in the field of Arabic Language or Islamic Studies (CGPA of 2.50 – 2.99 or equivalent)*

DAN/AND

Memenuhi sekurang-kurangnya satu (1) kriteria (bagi pemohon graduan UM) atau dua (2) kriteria (bagi pemohon bukan graduan UM) daripada yang disenaraikan:  
*Fulfilled at least one (1) of the criteria (for UM graduate) or two (2) criteria (for non-UM graduate) as below:*

- i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau  
*At least one (1) year experience in related field, or*
- ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iii. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*
- iv. Merupakan kakitangan agensi kerajaan; atau  
*A government servant, or*
- v. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
- vi. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

ATAU/OR

Ijazah Sarjana Muda dengan PNGK 2.50 hingga 2.69 atau setaraf  
*A Bachelor Degree with CGPA of 2.50 to 2.69 or equivalent*

DAN/AND

- i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,  
*Postgraduate Diploma in Education (Minimum of CGPA 3.00), or*
- ii. Kelayakan Mengajar yang diiktiraf universiti atau,  
*Teaching qualification recognised by the university, or*
- iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,  
*Teaching experience in an institution recognised by the Senate, or*
- iv. Kelayakan profesional dari badan profesional yang diiktiraf atau  
*A professional qualification from recognised professional bodies, or*
- v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa  
*Qualifications that are approved by the Senate from time to time*

DAN/AND

Memenuhi sekurang-kurangnya satu (1) kriteria (bagi pemohon graduan UM) atau dua (2) kriteria (bagi pemohon bukan graduan UM) daripada yang disenaraikan:

*Fulfilled at least one (1) of the criteria (for UM graduate) or two (2) criteria (for non-UM graduate) as below:*

- i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau  
*At least one (1) year experience in related field, or*
- ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau  
*Published in related field, or*
- iii. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*
- iv. Merupakan kakitangan agensi kerajaan; atau  
*A government servant, or*
- v. Lulus temuduga PTj, atau  
*Passed an interview by RoC, or*
- vi. Lulus Penilaian Khas PTj.  
*Passed Special Assessment by RoC.*

(2) Pemohon Bukan Warganegara / *International Applicant*

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakurkan oleh Senat Universiti Malaya.

*Have another qualification recognized by the Government of Malaysia and approved by the Universiti Malaya Senate.*

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:

*Obtained one (1) of the English proficiency examinations as specified below:*

- (i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).  
*Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).*
- atau/or
- (ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).  
*Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).*

atau/or

- (iii) Memperolehi skor minimum 42 Pearson Test of Academic English (PTE Academic)  
*Obtain a minimum score of 42 Pearson Test of Academic English (PTE Academic)*

atau/or

- (iv) Memperolehi minimum gred C bagi subjek Bahasa Inggeris General Certificate of Education (A-Level);  
*Obtain a minimum Grade C for the English Language subject General Certificate of Education*

(A-Level)

atau/or

- (v) Memperolehi minimum gred C Cambridge English: First (FCE)  
*Obtain a minimum Grade C for the Cambridge English: First (FCE)*

atau/or

- (vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)  
*Obtain a minimum Grade C for Cambridge English: Advance (CAE)*

atau/or

- (vii) Memperolehi minimum gred C Cambridge English: Proficiency (CPE); atau  
*Obtain a minimum Grade C for Cambridge English: Proficiency (CPE); or*

atau/or

- (viii) Memperolehi minimum band 4 Malaysian University English Test (MUET)  
*Obtain a minimum band 4 Malaysian University English Test (MUET)*

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.

*For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.*

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.

*Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.*

### **3. Tempoh Pengajian/ Duration of Study**

Tempoh Minimum : 2 Semester Biasa dan 1 Semester Khas  
Tempoh Maksimum : 8 Semester

*Minimum duration : 2 regular semesters and 1 special semester  
Maximum duration : 8 semesters*

### **4. Matlamat Program / Programme Aim**

Untuk membangunkan pelajar pascasiswazah yang merupakan pengamal berpengetahuan luas serta bertanggungjawab sosial, penyelidik, dan pemimpin yang mempunyai pengetahuan dan kemahiran yang maju dalam bidang pendidikan bahasa Arab.

*To develop postgraduates who are well-informed and socially responsible practitioners, researchers and leaders with advanced knowledge and skills in the field of Arabic language education.*

### **5. Objektif Pendidikan Program/ Programme Educational Objectives**

PEO1

Pengamal pendidikan yang mempunyai pengetahuan, kemahiran praktikal dan kemahiran lanjutan yang berkebolehan menggunakan teknologi numerasi dan digital dalam persekitaran pendidikan bahasa Arab.

**PEO2**

Pengamal pendidikan yang memimpin dengan autonomi, berkomunikasi dan berinteraksi dengan pemegang taruh dalaman dan luaran dalam usaha membina amalan inovatif yang berkaitan dengan pengajaran dan pembelajaran Bahasa Arab.

**PEO3**

Pengamal pendidikan yang menjunjung amalan profesional dan etika dalam semua persekitaran Pendidikan Bahasa Arab dan mempertahankan integriti profesion sepanjang masa.

**PEO4**

Pengamal pendidikan yang mempunyai sikap positif, minda keusahawanan dan amalan lestari dalam memajukan kerjaya dan profesion dalam bidang Pendidikan Bahasa Arab.

**6. Hasil Pembelajaran Program / Programme Learning Outcomes**

Di akhir program, pelajar dapat;

*By the end of the programme, candidates will be able to;*

<b>Domain MQF</b>	<b>Hasil Pembelajaran/ Learning Outcomes</b>
PLO1	Membuat analisis dan sintesis yang kritis terhadap pengetahuan tentang konsep teori, dan amalan khusus yang terkehadapan dalam bidang Pendidikan Bahasa Arab dalam mendepani cabaran kurikulum yang dinamik <i>Make a critical analysis and synthesis of the knowledge of theoretical concepts, and specific practices that are advanced in the field of Arabic Language Education in the face of dynamic curriculum challenges.</i>
PLO2	Menilai senario mendatang dan menyelesaikan isu-isu berkaitan dengan Pendidikan Bahasa Arab secara inovatif dengan memperkenalkan penguasaan pengetahuan, penerapan teknik analisis dan numerasi lanjutan. <i>Evaluate future scenarios and resolve issues related to Arabic Language Education innovatively by demonstrating mastery of knowledge, application of analytical techniques and advanced numeracy.</i>
PLO3	Merancang dan menjalankan penyelidikan berdasarkan hasil pembelajaran menggunakan pelbagai teknik, termasuk teknologi digital untuk memantapkan pengetahuan dan amalan mengenai pengajaran dan pembelajaran Bahasa Arab. <i>To plan and conduct research based on learning outcomes using various techniques, including digital technology to strengthen knowledge and practice on the teaching and learning of Arabic.</i>
PLO4	Menampilkan gaya kepimpinan yang sesuai dan memperkenalkan tanggungjawab dan autonomi dalam persekitaran pendidikan Bahasa Arab semasa yang mendatang dan dinamik. <i>Demonstrate an appropriate leadership style and demonstrate responsibility and autonomy in the current and dynamic Arabic language education environment</i>
PLO5	Berkomited untuk melaksanakan tugas sama ada secara individu atau secara berpasukan interdisiplin dengan kemahiran berkomunikasi dan interpersonal yang baik dalam semua persekitaran Pendidikan Bahasa Arab. <i>Committed to performing tasks either individually or in interdisciplinary teams with good communication and interpersonal skills in all Arabic Language Education environments.</i>
PLO6	Menjunjung profesionalisme dan etika untuk memenuhi standard pengajaran dan penyelidikan profesional bagi meningkatkan imej profesion sepanjang masa. <i>Uphold professionalism and ethics to meet professional teaching and research standards to enhance the image of the profession at all times</i>
PLO7	Mempamerkan sikap positif dan komitmen dalam pembelajaran sepanjang hayat dengan pemikiran keusahawanan bagi menangani dunia pendidikan Bahasa Arab untuk kemajuan profesional. <i>Demonstrate a positive attitude and commitment in lifelong learning with entrepreneurial thinking to address Arabic language education for professional advancement.</i>

## 7. Struktur Program

Struktur Program Sarjana Pendidikan Bahasa Arab berasaskan pendekatan bersifat kontemporari untuk melahirkan guru Bahasa Arab yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara.

*The Masters of Arabic Language Education programme is based on contemporary approaches to produce excellent Arabic language teachers. Curriculum content is designed based on education knowledge development from a service perspective and teaching in line with the National Philosophy of Education, National Vision as well as the National Transformation Plan.*

Program ini merangkumi Empat Puluh Dua (42) kredit yang merangkumi Dua Belas (12) kredit bagi kursus teras, Lapan Belas (18) kredit bagi kursus elektif dan Dua Belas (12) kredit bagi projek penyelidikan yang melibatkan aktiviti kuliah, tugas, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

*This programme involves forty-two (42) credit that involve twelve (12) credit of core courses, eighteen (18) credit of elective courses and twelve (12) credit for the research project, all of which involves lectures, assignments, discussions, presentations, research, field visits and technology-based approaches.*

### **Kursus Teras Fakulti (Pilihan Wajib)/ Faculty Core Courses (Compulsory)**

POX7001	Kaedah Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>	3 kredit <i>credits</i>
POX7003	Analisis Data Kuantitatif dan Kualitatif <i>Quantitative and Qualitative Data Analysis</i>	3 kredit <i>credits</i>
PQF7001	Teori dan Amalan Pengajaran Bahasa Arab <i>Theories and Practices in the Teaching of Arabic Language</i>	3 kredit <i>credits</i>
PQF7002	Perkembangan Kurikulum dalam Pendidikan Bahasa Arab <i>Curriculum Development in Arabic Language</i>	3 kredit <i>credits</i>

### **Kursus Elektif (Pilih Enam) / Elective courses (select six)**

PQF7005	Pengajaran Kemahiran Komunikasi Bahasa Arab <i>Teaching of Arabic Communication Skills</i>	3 kredit <i>credits</i>
PQF7007	Pendidikan Literasi Bahasa Arab <i>Arabic Language Literacy Education</i>	3 kredit <i>credits</i>
PQF7008	Morfologi dan Sintaksis dalam Pendidikan Bahasa Arab <i>Morphology and Syntax in Arabic Language Education</i>	3 kredit <i>credits</i>
PQF7009	Seminar Penyelidikan dalam Pendidikan Bahasa Arab <i>Research Seminar in Arabic Language Education</i>	3 kredit <i>credits</i>
PQF7010	Pengukuran Dalam Pendidikan Bahasa Arab <i>Assessment in Arabic Language Education</i>	3 kredit <i>credits</i>
PQF7011	Pendidikan Digital Bahasa Arab <i>Digital Education in Arabic Language</i>	3 kredit <i>credits</i>
PQF7012	Pendidikan Guru Bahasa Arab <i>Arabic Language Teachers' Education</i>	3 kredit <i>credits</i>
PQJ7005	Pendidikan Al-Quran dan Tahfiz <i>Al-Quran and Tahfiz Education</i>	3 kredit <i>credits</i>
PQJ7011	Bahasa Arab untuk Pendidikan Islam <i>Arabic Language for Islamic Education</i>	3 kredit <i>Credits</i>
PQX7009	Penulisan Akademik <i>Academic Writing</i>	3 kredit <i>credits</i>

### **Penyelidikan**

PQX 7002 Projek Penyelidikan <i>Research Project</i>	12 kredit <i>credits</i>
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**SARJANA PENDIDIKAN BAHASA ARAB**  
**SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)**  
**MASTER OF ARABIC LANGUAGE EDUCATION**  
**LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

KOMPONEN COMPONENT	SEMESTER 1		SEMESTER 2		SEMESTER KHAS SPECIAL SEMESTER		JUMLAH KREDIT TOTAL CREDIT
	KURSUS COURSES	KREDIT CREDIT	KURSUS COURSES	KREDIT CREDIT	KURSUS COURSES	KREDIT CREDIT	
Kursus Teras <i>Core Courses</i>	POX 7001 Kaedah Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>	3	POX7003 Analisis Data Kuantitatif dan Kualitatif <i>Quantitative and Qualitative Data Analysis</i>	3			12
	PQF7002 Perkembangan Kurikulum Bahasa Arab <i>Curriculum Development in Arabic Language</i>	3	PQF7011 Pendidikan Digital Bahasa Arab <i>Digital Education in Arabic Language</i>	3			
Kursus Elektif (Pilih Enam) <i>Elective Courses (Select Six)</i>	PQF7010 Pengukuran Dalam Pendidikan Bahasa Arab <i>Evaluation in the Teaching of Arabic Language</i>	3	PQF7004 Pendidikan Digital Bahasa Arab <i>Digital Education in Arabic Language</i>	3			18
	PQF7012 Pendidikan Guru Bahasa Arab <i>Arabic Language Teachers' Education</i>	3	PQF7005 Pengajaran Kemahiran Komunikasi Bahasa Arab <i>Teaching of Arabic Communication Skills</i>	3			
	PQF7008 Morfologi dan Sintaksis dalam Pendidikan Bahasa Arab <i>Morphology and Syntax in Arabic Language Education</i>	3	PQF7007 Pendidikan Literasi Bahasa Arab <i>Arabic Language Literacy Education</i>	3			
	PQF7009 Seminar Penyelidikan dalam Pendidikan Bahasa Arab <i>Research Seminar in Arabic Language Education</i>	3	PQJ7005 Pendidikan al Quran dan Tahfiz <i>Al Quran and Tahfiz Education</i>	3			
	PQJ7011 Bahasa Arab untuk Pendidikan Islam <i>Arabic Language for Islamic Education</i>	3	PQX7009 Penulisan Akademik <i>Academic Writing</i>	3			
	PQX7001 Statistik untuk Penyelidikan dalam Pendidikan <i>Statistics for research in education</i>	3					
Projek Penyelidikan <i>Research Project</i>			PQX 7002 Projek Penyelidikan (P) <i>Research Project (P)</i>	6	PQX 7002 Projek Penyelidikan (P) <i>Research Project (P)</i>	6	12
Jumlah Kredit <i>Total Credits</i>		15		21		6	42

**JUMLAH KREDIT KESELURUHAN: 42 Kredit**  
**OVERALL TOTAL CREDIT: 42 Credit**

**PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 /  
UNIVERSITI MALAYA (MASTER'S DEGREE) REGULATIONS 2019**

**1. Pendaftaran Kursus / Course registration**

- (1) Pendaftaran kursus hendaklah dilakukan sebelum permulaan semester di mana calon telah ditawarkan kemasukan ke program pengajian tersebut'  
*Course registration must be completed before the commencement of the semester in which the candidate has been offered admission into the said programme of study*
- (2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.  
*The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.*

**2. Penyeliaan / Supervision**

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

*Appointment of supervisor must be done no later than the first semester of study.*

**3. Ketetapan Bidang Penyelidikan / Determination of Research Areas**

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

*Determination of the research area must be carried out before the candidate begins his or her research.*

**4. Laporan Penyelidikan / Research Report**

- (1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.  
*The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination*
- (2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.  
*The candidate shall submit his/her research report for examination within the candidacy period*
- (3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi Kertas Projek/ Laporan penyelidikan.  
*Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before register for Project Paper/ Research Report.*
- (4) Bagi calon yang belum menghabiskan kursus teras dan kursus elektif perlu melengkapkan kursus-kursus tersebut sebelum pendaftaran Kertas Projek/ Laporan penyelidikan.  
*Candidate are required to complete all courses before register for Project Paper/ Research Report.*
- (5) Calon perlu mendaftar kursus PROGRESIF 1 dan PROGRESIF 2 bagi DUA (2) SEMESTER BERTURUT-TURUT dan membuat rujukan bersama penyelia setiap progres Kertas Projek/ Laporan penyelidikan yang dijalankan.  
*Candidates who have registered for Project Paper/ Research Report are required to register Progressive Course for two (2) consecutive semesters and always discuss with the appointed supervisor.*

## **SINOPSIS KURSUS / COURSE SYNOPSIS**

### **POX7001 Kaedah Penyelidikan dalam Pendidikan (3 Kredit) POX7001 Research Methods in Education (3 Credit)**

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#### **Sinopsis/Synopsis**

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.

*Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Melayu/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Melayu / English

#### **Rujukan Utama:**

#### **Main References:**

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10<sup>th</sup> Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5<sup>th</sup> Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4<sup>th</sup> Ed.). USA: SAGE Publications, Inc
- Faculty of Education, UM. (2010). *Guidelines for the writing of project paper, research report*, Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis*. Kuala Lumpur: Faculty of Education, Universiti Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10<sup>th</sup> Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5<sup>th</sup> Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2<sup>nd</sup> Ed.). USA: Jossey-Bass
- *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed.). (2020). By American Psychological Association

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### **POX7003 Analisis Data Kuantitatif dan Kualitatif (3 Kredit) POX7003 Quantitative and Qualitative Data Analysis (3 Credit)**

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#### **Sinopsis/Synopsis**

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugas praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data,

mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitatif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

*This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students do not only learn how to choose the right data analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcribing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting educational research.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Melayu/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Melayu / English

**Rujukan Utama:**

**Main References:**

- Chua, Y. P. (2020). *Mastering research statistics*. 2nd edition. Kuala Lumpur. McGraw-Hill.
- Chua, Y. P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti*. London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative data analysis: A method sourcebook*. 4<sup>th</sup> edition. Los Angeles: Sage Publications.

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**PQF7001 Teori dan Amalan Pengajaran Bahasa Arab (3 kredit)**  
**PQF7001 Theories and Practices in the Teaching of Arabic Language (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini mendedahkan kepada pelajar tentang tabiat dan fungsi bahasa dalam pengajaran bahasa khususnya pengajaran bahasa Arab sebagai bahasa kedua. Ia akan membincangkan teori-teori dan model pengajaran bahasa kedua untuk diaplikasikan dalam pengajaran bahasa Arab. Pelajar juga akan dapat berbincang tentang isu-isu semasa khususnya yang berkaitan dengan perkembangan keupayaan bahasa, pendekatan dan teknik pengajaran dan juga pembinaan bahan-bahan pengajaran.

*This course exposes students to the natures and functions of language in language teaching especially the teaching of Arabic as a second language. It will discuss the theories and concepts of second language teaching to be applied in Arabic language teaching. Students will also be able to discuss current issues particularly related to the development of language ability, teaching approaches and techniques as well as the construction of teaching materials.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris  
**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Brown, H.D. (2017). *Principles of language learning and teaching*. San Francisco: Prentice Hall Regent
- Johnson, K. (2018). *Introduction to foreign language learning and teaching*. Longman: London.
- Toimah, R.A (2019). *Ta'lim al A'rabiyyah li Ghairi an Natiqin Biha*. ISESCO: Rabat.
- Naif Kharma & Ali Hajjaj (2017). *Al Lughah Al Ajnabiah: Ta'alimuha wa Ta'alluha. A'lam Al Ma'arifah*: Kuwait.

**PQF7002 Perkembangan Kurikulum Bahasa Arab (3 kredit)**  
**PQF7002 Curriculum Development in Arabic Language (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini mendedahkan teori umum kurikulum. Berdasarkan pemahaman kurikulum, pelajar perlu mengembangkan kurikulum yang disarankan dan membentangkannya. Pelajar mesti menilai kurikulum yang dirancang.

*This course exposes the general theory of curriculum. Based on the understanding of curriculum, students are to develop the curriculum suggested and present it. The students are to evaluate the curriculum designed.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Syahin, A.H (2018). *Tasmim manahij*. Kaherah: Kulliyyah Tarbiyyah Damanhur.
- Boyle, B & Charles, M (2019), *Curriculum development: A guide for educators*. Sage Publishing
- Richards, J.S (2016). *Curriculum development in language teaching*. Cambridge: Cambridge University Press

**PQF7005 Pengajaran Kemahiran Komunikasi Bahasa Arab (3 kredit)**

**PQF7005 Teaching of Arabic Communication Skills (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini menerangkan tentang pengajaran kemahiran mendengar, bertutur, membaca dan menulis dalam bahasa Arab sebagai bahasa kedua. Pelajar akan didedahkan dengan teori, konsep, pendekatan dan peringkat dalam mengajar kemahiran tersebut. Pelajar juga akan membentangkan topik yang berkaitan dengan kursus.

*This course explains about the teaching of listening, speaking, reading, and writing skills in Arabic as a second language. Students will be exposed to theories, concepts, approaches, and stages in teaching the skills. Students will also present topics related to the course.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Shahatah, H. (2017). *Ta'lîm al- lughah al- Arabiah*. Kaherah, Dar al Misriyyah al Lubnaniyyah.
- Toimah, R.A (2019). *Ta'lîm al A'rabiyyah li Ghairi an Natiqin Biha*. Rabat: ISESCO.
- Mustafa, M.A. (2014). *Maharat al- Lughah al- Arabiah*. Amman: Aram Studies, Publishing & Distribution House.
- Bygate, M. (2012). *Speaking*. Oxford: Oxford University Press.
- Lynch, T. (2020). *Communication in the language classroom*. Oxford: Oxford University Press.

**PQF7007 Pendidikan Literasi Bahasa Arab (3 kredit)**

**PQF7007 Arabic Literacy Education (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini memberi imbasan tentang perkembangan literasi sepanjang kehidupan. Ianya menilai perkembangan literasi sebagai proses linguistik, kognitif dan sosiolinguistik dalam pelbagai konteks

termasuk di rumah, tempat kerja dan sekolah. Tajuk tajuk yang akan dibincangkan: definisi literasi, perkembangan bacaan dan penulisan, model dan teori bacaan dan penulisan, pengajaran dan penilaian literasi.

*The course provides an overview of literacy development throughout the lifespan. It examines literacy development as a linguistic, cognitive and sociocultural process in a variety of contexts, including home, school and the workplace. Topics covered include: definitions of literacy, reading and writing development, theories and models of reading and writing, literacy instruction and literacy assessment; multiliteracies, critical literacies and emergent literacies.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Coiro, J. et al, (2018) *Handbook of research on new literacies*. New York: Lawrence Erlbaum.
- Byrnes & Wasik (2019). *Language and literacy development: What educators need to know*. New York: The Guilford Press.
- Gee (2015). *Literacy and education*. UK: Routledge.
- Hall, Cremin, Comber, & Moll (2017). *International handbook of research on children's literacy, learning and culture*. Oxford: Wiley.

**PQF7008 Morfologi dan Sintaksis Dalam Pendidikan Bahasa Arab (3 kredit)**

**PQF7008 Morphology and Syntax in Arabic Language Education (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini mendedahkan kepada pelajar tentang konsep-konsep dalam morfologi dan sintaksis Bahasa arab. Ia akan membincangkan secara fungsian untuk diaplikasikan dalam pengajaran bahasa Arab. Pelajar juga akan dapat berpeluang membina bahan pengajaran dalam konteks pengajaran bahasa Arab sebagai bahasa kedua.

*This course exposes students to concepts in the morphology and syntax of Arabic. It will discuss the functionality to be applied in the teaching of Arabic. Students will also be able to build teaching materials in the context of teaching Arabic as a second language.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Fuad Ni'amat (2019). *Mulakkkhas Qawa'id Al Lughah Al Arabiah*. Cairo: Maktab Al Ilmi Lit Taklif wa At Tarjamah.
- Muhammad Al Antaki (2017). *Al Minhaj fil Qawa'id wa Al I'rab*. Beirut: Maktabah Darul Syaraf.
- Abduh Rajhi (2015). *Fi Tatbiq An Nahwi wa As Sorfi*. Alexandria: Dar Al Ma'rifah Al Jamiiyah.

**PQF7009 Seminar Penyelidikan dalam Pendidikan Bahasa Arab (3 kredit)**

**PQF7009 Research Seminar in Arabic Language Education (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini memberi tumpuan kepada prinsip penyelidikan umum dan penggunaan kaedah penyelidikan dalam kajian bahasa. Ia merangkumi keseluruhan proses penyelidikan daripada memilih topik, mencari kesusasteraan berkaitan topik, dan merumuskan soalan penyelidikan, untuk menulis cadangan penyelidikan. Penerokaan metodologi penyelidikan kuantitatif, kualitatif dan kaedah penyelidikan

bercampur mengembangkan literasi penyelidikan pelajar untuk memahami laporan penyelidikan dan merancang projek penyelidikan.

*This course focuses on general principles of research and the use of research methods in language studies. It covers the whole process of research from choosing a topic, searching the related literature on the topic, and formulating research questions, to writing up research proposals. The exploration of quantitative, qualitative, and mixed-method research methodologies develops students' research literacy to understand research reports and to design research projects.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Bitchener, J. (2020). *Writing an applied linguistics thesis or dissertation: A guide to presenting empirical research*. Hampshire, England: Palgrave Macmillan.
- Creswell, J.W. (2019) *Research design* 4th Edition. London: Sage.
- Juliana Othman & Maskanah Mohd Lotfie.(2019). *Research design for language studies*. Kuala Lumpur: UM Press.

#### **PQF7010 Pengukuran Dalam Pendidikan Bahasa Arab (3 kredit)**

#### **PQF7010 Evaluation in the Teaching of Arabic Language (3 credits)**

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##### **Sinopsis/Synopsis**

Kursus ini akan menjelaskan tentang pengukuran Bahasa Arab sebagai bahasa kedua. Pelajar akan didekah kepada teori, konsep, pendekatan, prinsip dan langkah-langkah pengukuran Bahasa Arab sebagai bahasa kedua. Pelajar juga akan membuat pembentangan beberapa tajuk yang berkaitan dengan kursus.

*This course explains about evaluation in Arabic Language as a second language. Students will be exposed to theories, concepts, approaches and stages in the evaluation of Arabic Language as a second language. Students will also present topics related to the course.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Alderson, J.C., Clapham, C. & Wall, D. (2018). *Language test construction and evaluation*. Cambridge: Cambridge University Press.
- Brown, J.D. (2019). *Testing in language programs*. New Jersey: Prentice Hall Regents.
- Davies, A. (2013). *Principles of language testing*. Oxford: Blackwell.
- Muhammad, M. A. (2016). *Language testing* (Arabic version). Riyadh: University of King Saud Printing.

#### **PQF7011 Pendidikan Digital Bahasa Arab (3 kredit)**

#### **PQF7011 Digital Education in Arabic Language (3 credits)**

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##### **Sinopsis/Synopsis**

Kursus ini mendedahkan pelajar untuk menerapkan teori dan penggunaan teknologi digital dalam pendidikan Bahasa Arab. Pelajar akan dapat mengenal pasti elemen digital yang berkesan dalam pengajaran dan pembelajaran bahasa Arab.

*This course exposes students to the application of the theory and application of digital technology in Arabic language education. Students will be able to identify effective digital elements in the teaching and learning of Arabic.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris  
**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Shengquan Yu, S., Ally, M & Tsinakos, A. (2020). *Emerging technologies and pedagogies in the curriculum*. Springer.
- Hasunah, I. U. (2018) *Info grafik fi ta'lim*. Gazzah: Kuliyah Tarbiyyah.
- Al-Gharib, I. (2017). *Ta'lim iliktroni min tasnif ila ihtiraf wa jaudah*. Mesir: A'lim Kutub.

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**PQF7012 Pendidikan Guru Bahasa Arab (3 kredit)**  
**PQF7012 Arabic Language Teacher Education (3 credits)**

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**Sinopsis/Synopsis**

Kursus ini mendedahkan kepada pelajar tentang pengetahuan dan kemahiran asas guru bahasa Arab. Ia akan membincangkan keperluan-keperluan dalam perlaksanaan dan penilaian pendidikan guru bahasa Arab. Pelajar juga akan dapat berbincang tentang isu-isu semasa khususnya yang berkaitan dengan kajian-kajian penyelidikan berkaitan pendidikan guru bahasa Arab.

*This course exposes students on the basic knowledge and skills of Arabic Language teachers. It will discuss the needs in the implementation and evaluation of the Arabic Language teachers. Students will also be able to discuss on the current issues mainly on research related to Arabic Language Teacher Education*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Arab dan Bahasa Inggeris  
**Medium of instruction:** Arabic Language and English Language

**Rujukan Utama:**

**Main references:**

- Hammond, L.D. (2016). *Powerful teacher education*. San Francisco: Jossey-Bass.
- Hammond, L.D. & Bransford, J. (2018). *Preparing teachers for a changing world*. San Francisco: Jossey-Bass.
- Shahatah, H. (2017). *Ta'lim al- Lughah al- Arabiah*. Kaherah: Dar al Misriyyah al Lubnaniyyah.
- Toimah, R.A (2019). *Ta'lim al A'rabiyyah li Ghairi an Natiqin Biha*. Rabat: ISESCO.
- Mustafa, M.A. (2014). *Maharat al- Lughah al- Arabiah*. Amman: Aram Studies, Publishing & Distribution House

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**PQJ7005 Pendidikan al Quran dan Tahfiz (3 kredit)**  
**PQJ7005 Al-Quran and Tahfiz Education (3 hours)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk mendedahkan pelajar kepada falsafah dan konsep asas yang diaplikasikan dalam disiplin Pendidikan al Quran. Fokus perbincangan kursus meliputi evolusi Pendidikan al Quran, pelbagai komponen serta cabang ilmu dalam disiplin Pendidikan al Quran, konsep kesepaduan dalam Pendidikan al Quran serta isu dan trend dalam amalan Pendidikan al Quran dan Tahfiz di Malaysia dan sebagainya. Pelajar juga akan dilatih untuk menganalisis serta mengaplikasikan teori, kaedah serta prinsip pendidikan yang sesuai bagi mengembangkan disiplin Pendidikan al Quran. Perbincangan kursus turut mengambil kira perspektif tradisional dan kontemporari bagi memastikan kerangka falsafah dan praktikal Pendidikan al Quran secara komprehensif.

*This course aims to expose students to the philosophy and basic concepts applied in the discipline of Al Quran education. The focus of course discussion covers the evolution of al-Quran education, various components and the knowledge branch of the Al-Quran education discipline, the concept of integration in Al Quran education as well as issues and trends in the practice of Al-Quran and Tahfiz education in*

*Malaysia and others. Students will also be trained to analyse and apply the appropriate theories, methods and educational principles to expand the discipline of Al Quran Education. The course discussion also takes into account traditional and contemporary perspectives to ensure a comprehensive philosophical and practical framework of Quranic Education.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia, Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Bahasa Malaysia, Arabic and English

**Rujukan Utama:**

**Main references:**

- Fadzil, A. (2007) *Anatomi al Quran: mengenal ilmu, sejarah & kandungan al-Quran*. Selangor: PTS Publications.
- Boyle, H.N. (2004). *Quranic schools: agents of preservation and change*. New York: Routledge.
- Muhammad Mahmud Abdullah. (2015). *Asalib Tadris al-Quran* (أساليب تدريس القرآن). Riyadh: Dar al-Rayah Lilnasyr wa Tauzi'.
- Ware, R.T. (2014). *The walking Quran: islamic education, embodied knowledge, and history in West Africa*. USA: The University of North Carolina Press.
- Günther, S. (2020). *Knowledge and education in classical islam: religious learning between continuity and change*. Leiden: Brill.

**PQJ7011 Bahasa Arab untuk Pendidikan Islam (3 kredit)**

**PQJ7011 Arabic Language for Islamic Education (3 hours)**

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**Sinopsis/Synopsis**

Kursus ini akan membincangkan mengenai perspektif Al-Quran yang merupakan sumber pertama dari kepelbagaiannya ilmu, yang terdiri daripada sains perundangan, ilmu tafsir, feqh, Qiraat dan sebagainya. Justeru daripada kepelbagaiannya ilmu tersebut lahirlah fundamental ilmu linguistik yang sangat sinonim dengan segi retorik, penghujahan dan pengucapan. Oleh itu dalam kursus ini juga akan membincangkan topik mengenai proses linguistik dalam pengajaran kerana ia adalah satu alat untuk memahami agama dan mengambil faedah di dalamnya, begitu juga dapat memahami dengan apa yang Tuhan kehendaki daripadanya, kerana dalam aspek bahasa setiap perbezaan melodi akan membawa kepada makna yang berbeza dan dengan demikian membawa kepada perbezaan ketetapan setiap hukum.

*This course will discuss the perspective of the Qur'an which is the first source of a variety of knowledge, which consists of legal science, exegesis (tafsir), jurisprudence (feqh), Qiraat and so on. Thus, from the diversity of knowledge was exist the fundamentals of linguistic knowledge which is very synonymous in terms of rhetoric, argumentation, and utterance. Therefore, in this course will also discuss the topic of linguistic process in teaching as it is a tool to understand religion and take advantage of it, as well as to understand with what God wants from it, because in linguistic aspect every melodic difference will lead to meaning which are different and thus lead to differences in the stipulations of each legislation.*

**Kaedah Penilaian:** Penilaian berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous assessment: 70%, examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia, Bahasa Arab dan Bahasa Inggeris

**Medium of instruction:** Bahasa Malaysia, Arabic and English

**Rujukan Utama:**

**Main references:**

- Nasr al-Din Surayy (2018). *Islamiyyat al-Ma'rifah. Majallat al-Fikr al-Islamiy No.91*
- Mohammed bin Abdul-Moneim Al-Alawa.(2014). *Rules and principles for understanding legal texts*
- Jabatan Kefahaman Islam Malaysia (2017) *Modul Bahasa Arab*. Putrajaya.
- Jurnal Ta'allum (2010). *Bahasa Arab dalam Pendidikan Islam*

**PQX7002 Projek Penyelidikan (12 kredit)**  
**PQX7002 Research Project (12 credit)**

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**Sinopsis/Synopsis**

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konspetual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan ulasan literature dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Pelajar akan diselia oleh seorang penyelia sepanjang proses ini. Satu laporan penyelidikan akan diserahkan untuk penilaian.

*This course requires the student to formulate a research problem and the related conceptual / theoretical frameworks in any relevant field for the programme registered for and carry out the research coherently. Students would conduct a comprehensive review of the relevant literature, and use appropriate methods of data collection and analysis. Students would be supervised by a lecturer throughout the process. A research report will be submitted for examination.*

**Kaedah Penilaian:** Penilaian Berterusan: Gred Akhir Diberi

**Assessment Method:** Continuous Assessment: A final grade is given

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education. 9<sup>th</sup> Edition.* New York: McGraw Hill, Inc.
- Hammond, M. & Wellington, J. (2020). *Research methods: the key concepts.* London: Routledge.
- Newman, W. (2011). *Basics of social research: qualitative and quantitative approaches:* International Edition (3rd Edition). Boston: Pearson.

**JABATAN PENDIDIKAN MATEMATIK DAN SAINS  
DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION**

**SARJANA PENDIDIKAN SECARA KERJA KURSUS  
MASTER OF EDUCATION BY COURSEWORK**

Program <i>Programme</i>	: Sarjana Pendidikan Matematik Dengan Teknologi <i>Master of Mathematics Education with Technology</i>
Kod Program <i>Programme Code</i>	: PQD
Mod Program <i>Programme Mode</i>	: Kursus <i>Coursework</i>

**KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019  
UNIVERSITY MALAYA (MASTER'S DEGREE) RULES 2019**

**1. Jenis Program/ Programme Type**

Program secara Kursus, iaitu program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan

*This is a programme by coursework, which involves lectures and the production of a Research Report*

**2. Syarat Kemasukan/Admission Requirements**

Kelayakan masuk untuk mengikuti program Sarjana Pendidikan Matematik dengan Teknologi adalah seperti berikut:

*Admission requirements for the Master of Mathematics Education with Technology programme is as follows:*

- i. Ijazah Sarjana Muda Sains dengan Pendidikan (Matematik) dengan PNGK sekurang-kurangnya 3.00 atau yang setaraf dengannya dalam pengkhususan Sains; **ATAU**  
*Bachelor of Science in Education (Mathematics) Degree with a CGPA of at least 3.0 or its equivalent in science specialisations; OR*
- ii. Ijazah Sarjana Muda berdasarkan Matematik dengan PNGK sekurang- kurangnya 3.00 atau yang setaraf dengannya; **DAN**  
*Bachelor of Mathematics Degree with a CGPA of at least 3.0 or its equivalent; AND*
  - a. Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**  
*Postgraduate diploma in education with a CGPA of at least 3.0; OR*
  - b. Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**  
*Teaching qualifications recognized by the University; OR*
  - c. Pengalaman mengajar tidak kurang daripada satu tahun yang berkaitan dari institusi pendidikan yang diiktiraf oleh Senat; **ATAU**  
*Relevant teaching experience of at least one year in an education institution recognised by the Senate; OR*
  - d. Pengalaman kerja dalam bidang yang berkaitan; **ATAU**  
*Work experience in related fields; OR*
  - e. Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**  
*Eligibility criteria from a recognised professional body; OR*
  - f. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa; **ATAU**  
*Other qualifications approved by the Senate from time to time; OR*

- g. Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya.

*Has other equivalent qualifications recognised by the Malaysian Government and approved by the Universiti Malaya Senate .*

**Calon Antarabangsa  
International Candidate**

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya.

*Has other equivalent qualifications recognised by the Malaysian Government and approved by the Universiti Malaya Senate*

dan/ and

Memperolehi skor minimum band 5.5 bagi *International English Language Testing System (IELTS)(Academic)*.

*Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).*

atau/ or

Memperolehi skor minimum sebanyak 550 (*Paper based*), skor 213 (*Computer based*) atau skor 80 (*Internet based*) bagi *Test of English as a Foreign Language (TOEFL)*

*Obtain a minimum score of 550 (Paper based), score of 213 (Computer based) or score of 80 (Internet based) for the Test of English as a Foreign Language (TOEFL)*

atau/ or

Memperolehi Band 4 dan ke atas dalam *Malaysian University English Test (MUET)*;  
Obtain Band 4 and above in the Malaysian University English Test (MUET);

atau/ or

Memperolehi skor 42 dan ke atas dalam *Pearson Test of Academic English (PTE Academic)*;  
Obtain a score of 42 and above in the Pearson Test of Academic English (PTE Academic);

atau/ or

Memperolehi Gred C dan ke atas untuk subjek *English* dalam *General Certificate of Education (A Level), University of Cambridge*;

Obtain a Grade C and above in English for General Certificate of Education (A Level), University of Cambridge;

atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: First (FCE)*;  
Obtain a Grade C and above in the Cambridge Assessment English: First (FCE);

atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Advanced (CAE)*;  
Obtain a Grade C and above in the Cambridge Assessment English: Advanced (CAE);

atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Proficiency (CPE)*.  
Obtain a Grade C and above in the Cambridge Assessment English: Proficiency (CPE).

### **3. Tempoh Pengajian/ Duration of study**

Tempoh Minimum	: 2 Semester Biasa dan 1 Semester Khas
Tempoh Maksimum	: 8 Semester
<i>Minimum Duration</i>	: <i>2 Regular Semesters and 1 Special Semester</i>
<i>Maximum Duration</i>	: <i>8 Semesters</i>

### **4. Matlamat Program/ Programme Aim**

Untuk menghasilkan warga pendidik yang dinamik dan reflektif yang berupaya memantau dan memperbaiki amalan mereka serta boleh mengaplikasi pengetahuan praktikal, teori pendidikan, penyelidikan dan pengetahuan teknologi untuk menyelesaikan masalah yang berkaitan dengan bidang pendidikan matematik.

*To produce professional graduates in the field of science education with information technology and communication who are ethical, global-minded and innovative in the face of the rapid development of science and technology today.*

### **5. Objektif Pendidikan Program/ Programme Educational Objectives**

PEO1

Untuk melahirkan pengamal pendidikan yang mempunyai pengetahuan dan kemahiran praktikal menggunakan teknologi dalam bidang pendidikan matematik berasaskan teknologi.

PEO2

Untuk melahirkan pengamal pendidikan yang berinovatif dan berkebolehan memimpin serta mampu berinteraksi dengan pemegang taruh dalam pendidikan matematik berasaskan teknologi.

PEO3

Untuk melahirkan pengamal pendidikan yang profesional dan beretika dalam amalan pendidikan matematik berasaskan teknologi.

PEO4.

Untuk melahirkan pengamal pendidikan yang memiliki sikap positif, minda keusahawanan dan amalan lestari dalam memajukan kerjaya pendidikan matematik berasaskan teknologi mereka

### **6. Hasil Pembelajaran Program/ Program Learning Outcomes**

Di akhir program, pelajar dapat;  
*At the end of the programme, students will be able to;*

<b>Hasil Pembelajaran Learning Outcomes</b>	<b>Domain MQF</b>
Menguasai pengetahuan yang relevan dan terkini tentang aplikasi teknologi sebagai pengupaya dalam Pendidikan Matematik. <i>Master knowledge about the application of Technology in mathematics education</i>	PLO1
Mengaplikasikan pendekatan dan teori yang bermanfaat dan terkini tentang pembelajaran, pengajaran, dan penyelidikan matematik berlandaskan teknologi. <i>Apply the latest educational theories that is beneficial on mathematics teaching, learning and research based on Technology.</i>	PLO2
Membentuk pandangan yang komprehensif dan realistik terhadap penggunaan teknologi dalam pembangunan dan pengukuhan bidang Pendidikan Matematik. <i>Practise social responsibility in the use of Information Technology in science education in the local and international arena.</i>	PLO3
Mengembangkan adab, nilai, dan etika yang baik dalam pendidikan matematik dengan penggunaan teknologi sebagai pengupaya dalam Pendidikan Matematik. <i>Practise values, positive attitudes, and good ethics in mathematics education and the usage of technology as an enabler in mathematics education.</i>	PLO4
Mengukuhkan rangkaian kerjasama yang kreatif dengan pelbagai pihak teknologi bagi menjayakan penggunaan teknologi dalam bidang Pendidikan Matematik. <i>Establish a comprehensive and realistic view of the use of technology in the development and strengthening of Mathematics Education</i>	PLO5

<b>Domain MQF</b>	<b>Hasil Pembelajaran <i>Learning Outcomes</i></b>
PLO6	Menganalisis dan mensintesiskan pelbagai model, pendekatan, polisi, dan fahaman yang bermanfaat tentang cara untuk menggunakan teknologi dengan berkesan dalam bidang Pendidikan Matematik. <i>Analyze and synthesize various useful models, approaches, policies, and insights on how to use technology effectively in the field of Mathematics Education</i>
PLO7	Meningkatkan kemahiran berfikir aras tinggi dan komitmen terhadap pembelajaran sepanjang hayat yang boleh membantu penghayatan teknologi secara bersepadu dalam pengajaran dan pembelajaran matematik. <i>Enhance higher level thinking skills and a commitment to lifelong learning that can help integrate technology into teaching and learning mathematics.</i>

## 7. Struktur Program/ Programme Structure

Struktur Program Sarjana Pendidikan Matematik dengan Teknologi berasaskan pendekatan bersifat kontemporari untuk melahirkan graduan matematik yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara.

*The structure of the Master of Mathematics Education with Technology programme is based on a contemporary approach to produce relevant and credible mathematics education graduates. Curriculum content is designed based on the development of education from the perspective of services and teaching in line with the National Philosophy of Education, National Vision and National Transformation Plan 2013-2025.*

Program ini merangkumi Empat Puluh Dua (42) kredit yang merangkumi Dua Belas (12) kredit bagi kursus teras program, Lapan Belas (18) kredit bagi kursus elektif dan fakulti, Dua Belas (12) kredit bagi laporan penyelidikan yang melibatkan aktiviti kuliah, tugas, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

*The program includes Forty-two (42) credit including Twelve (12) credit for core courses, Eighteen (18) credit for elective courses and Twelve (12) credit for research reports involving Lecture, discussions, e-learning, forums, projects, blended learning.*

### **Kursus Teras (Pilihan Wajib)**

#### ***Core Course (Compulsory)***

POX 7001	Kaedah Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>	3 kredit <i>credits</i>
PQD 7004	Produksi Multimedia dalam Pengajaran <i>Production of Multimedia in Teaching</i>	3 kredit <i>credits</i>
PQD 7005	Penyelesaian Masalah Matematik Berdasarkan Teknologi <i>Technological Based Problem Solving in Mathematics</i>	3 kredit <i>credits</i>
PQD 7001	Pengajaran Algebra dengan Teknologi <i>Teaching Algebra with Technology</i>	3 kredit

### **Kursus Elektif (Pilih Enam)**

#### ***Elective Courses (Select Six)***

PQX 7007	Analisis Regresi Gunaan <i>Applied Regression Analysis</i>	3 kredit <i>credits</i>
POD 7002	Perkembangan Kurikulum dalam Pendidikan Matematik <i>Curriculum Development in Mathematics Education</i>	3 kredit <i>credits</i>
PQX 7001	Statistik untuk Penyelidikan dalam Pendidikan <i>Statistics for Research in Education</i>	3 kredit <i>credits</i>
PQD 7002	Pengajaran Geometri dengan Teknologi <i>Teaching Geometry with Technology</i>	3 kredit <i>credits</i>
PQD 7003	Pengajaran Kebarangkalian dan Statistik dengan Teknologi <i>Teaching Probability and Statistics with Technology</i>	3 kredit <i>credits</i>
PQX 7008	Kaedah Multivariat <i>Multivariate Methods</i>	3 kredit <i>credits</i>
PQD 7006	Pengajaran Kalkulus dengan Teknologi <i>Teaching Calculus with Technology</i>	3 kredit <i>credits</i>

WOB 7007	Penerbitan Web Web Publishing	3 kredit <i>credits</i>
WOB 7014	Pengurusan Pengetahuan untuk Professional Maklumat <i>Knowledge management for information professionals</i>	3 kredit <i>credits</i>

**Projek Penyelidikan**

PQX 7002	Projek Penyelidikan <i>Research Project</i>	12 kredit <i>credits</i>
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**SARJANA PENDIDIKAN MATEMATIK DENGAN TEKNOLOGI**  
**SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)**  
**MASTER OF MATHEMATICS EDUCATION WITH TECHNOLOGY**  
**LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

KOMPONEN COMPONENT	SEMESTER 1		SEMESTER 2		SEMESTER KHAS SPECIAL SEMESTER		JUMLAH KREDIT TOTAL CREDIT
	KURSUS COURSES	KREDIT CREDIT	KURSUS COURSES	KREDIT CREDIT	KURSUS COURSES	KREDIT CREDIT	
Kursus Teras	POX 7001 Kaedah Penyelidikan dalam Pendidikan <i>POX 7001 Research Methods in Education</i>  PQD 7004 Produksi Multimedia dalam Pengajaran <i>PQD 7004 Production of Multimedia in Teaching</i>	3  3	PQD 7005 Penyelesaian Masalah Matematik Berasaskan Teknologi <i>PQD 7005 Technological Based Problem Solving in Mathematics</i>  PQD 7001 Pengajaran Algebra dengan Teknologi <i>PQD 7001 Teaching Algebra with Technology</i>	3  3			12
Kursus Elektif (Pilih Enam)	POD 7002 Perkembangan Kurikulum dalam Pendidikan Matematik <i>POD 7002 Curriculum Development in Mathematics Education</i>  PQD 7002 Pengajaran Geometri dengan Teknologi <i>PQD 7002 Teaching Geometry with Technology</i>  PQX 7001 Statistik untuk Penyelidikan dalam Pendidikan <i>PQX 7001 Statistics for Research in Education</i>  PQX 7007 Analisis Regresi Gunaan <i>PQX 7007 Applied Regression Analysis</i>  WOB 7007 Penerbitan Web <i>WOB 7007 Web Publishing</i>	3  3  3  3	PQD 7003 Pengajaran Kebarangkalian dan Statistik dengan Teknologi <i>PQD 7003 Teaching Probability and Statistics with Technology</i>  PQX 7008 Kaedah Multivariat <i>PQX 7008 Multivariate Methods</i>  PQD 7006 Pengajaran Kalkulus dengan Teknologi <i>PQD 7006 Teaching Calculus with Technology</i>  WOB 7014 Pengurusan Pengetahuan untuk Professional Maklumat <i>WOB 7014 Knowledge management for information professionals</i>	3  3  3  3			18
Projek Penyelidikan			PQX 7002 Projek Penyelidikan (P) <i>PQX 7002 Research Project (P)</i>	6	PQX 7002 Projek Penyelidikan (P) <i>PQX 7002 Research Project (P)</i>	6	12
Jumlah Kredit		15		21		6	42

**JUMLAH KREDIT KESELURUHAN: 42 KREDIT**  
**TOTAL CREDIT: 45 CREDIT**

**PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 /  
UNIVERSITI MALAYA (MASTER'S DEGREE) REGULATIONS 2019**

**1. Pendaftaran Kursus / Course registration**

- (1) Pendaftaran kursus hendaklah dilakukan sebelum permulaan semester di mana calon telah ditawarkan kemasukan ke program pengajian tersebut'  
*Course registration must be completed before the commencement of the semester in which the candidate has been offered admission into the said programme of study.*
- (1) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.  
*The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.*

**2. Penyeliaan / Supervision**

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.  
*Appointment of supervisor must be done no later than the first semester of study.*

**3. Ketetapan Bidang Penyelidikan / Determination of Research Areas**

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

*Determination of the research area must be carried out before the candidate begins his or her research.*

**4. Laporan Penyelidikan / Research Report**

- (1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.  
*The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination*
- (2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.  
*The candidate shall submit his/her research report for examination within the candidacy period*
- (3) Calon dikehendaki menyerahkan borang kelulusan tajuk dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi Kertas Projek/ Laporan penyelidikan.  
*Candidates are required to submit FP 44/2007 Form and get an approval from faculty before register for Project Paper/ Research Report.*
- (4) Bagi Calon yang belum menghabiskan kursus teras dan kursus elektif perlu melengkapkan kursus-kursus tersebut sebelum pendaftaran Kertas Projek/ Laporan penyelidikan.  
*Candidate are required to finished all courses before register for Project Paper/ Research Report.*
- (5) Calon perlu mendaftar kursus PROGRESIF 1 dan PROGRESIF 2 bagi DUA (2) SEMESTER BERTURUT-TURUT dan membuat rujukan bersama penyelia setiap progres Kertas Projek/ Laporan penyelidikan yang dijalankan.  
*Candidates who has registered for Project Paper/ Research Report are required to register Progresive Course for two (2) consecutive semesters and always discuss with the appointed supervisor.*

## **SINOPSIS KURSUS / COURSE SYNOPSIS**

**PQD7001 Pengajaran Algebra dengan Teknologi (3 Kredit)**  
**PQD7001 Teaching Algebra with Technology (3 Credit)**

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### **Sinopsis/Synopsis**

Kursus ini akan mendedahkan pelajar kepada konsep penting dalam pembelajaran algebra. Antara lain, tumpuan akan diberi kepada kesukaran pembelajaran dan kesilapan umum dalam pembelajaran aritmetik dan algebra. Pengalaman tersebut akan dijadikan landasan bagi membincangkan tentang pentaksiran dan proses penyelesaian masalah aritmetik dan algebra. Teknik pengajaran aritmetik dan algebra di peringkat sekolah rendah dan menengah akan diteliti dan pembinaan tugas yang melibatkan murid menggunakan teknologi akan dibincangkan. Kursus ini juga akan membincangkan isu, cabaran, dan perspektif baru berkaitan penyelidikan tentang aritmetik dan algebra.

*The course offers the opportunity for students to be exposed to the important concepts in learning algebra. In addition, the focus will be on the common errors and learning difficulties faced in the learning of arithmetic and algebra. The experience will be used as the foundation to discuss the assessment and problem solving in arithmetic and algebra. Teaching and learning techniques in teaching arithmetic and algebra at primary and secondary schools will be covered and the design of tasks that involve students using digital technology at primary and secondary school levels will be discussed. Issues, challenges and new perspectives on research in arithmetic and algebra will be covered.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

### **Rujukan Utama:**

### **Main References:**

- Ong, B.S. & Nuruddin, M. (2019). *Mathematics for Matriculation Semester 1*. Kuala Lumpur. Oxford Fajar.
- Lye, M.S. & Koo, S.H. (2019). *STPM Text Mathematics(T) Statistics Semester 1*. Kuala Lumpur. Oxford Fajar.
- Leong, K.E. & Chew, C.M. (2018). *Pengajaran Matematik Sekolah Menengah*. Kuala Lumpur, KL: AEC Bina Minda Sdn Bhd.
- Posamentier, A.S. & Smith, B. (2014). *Teaching Secondary Mathematics: Techniques and Enrichment Units, 9<sup>th</sup> Edition*. Pearson: New York.
- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2012). *Elementary and Middle School Mathematics: Teaching Developmentally ,8<sup>th</sup> Edition*. Pearson: London.
- Lee, P.Y & Lee, N.H.(2009). *Teaching secondary school mathematics, 2nd edition*. McGraw Hill: Singapore.

**PQD7002 Pengajaran Geometri dengan Teknologi (3 Kredit)**  
**PQD7002 Teaching Geometry with Technology (3 Credit)**

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### **Sinopsis/Synopsis**

Kursus ini akan mendedahkan pelajar kepada konsep penting dalam pembelajaran geometri dan trigonometri . Antara lain, tumpuan akan diberi kepada kesukaran pembelajaran dan kesilapan umum dalam pembelajaran geometri dan trigonometri. Pengalaman tersebut akan dijadikan landasan bagi membincangkan tentang pentaksiran dan proses penyelesaian masalah geometri dan trigonometri. Teknik pengajaran geometri dan trigonometri di peringkat menengah dan pra-universiti akan diteliti dan pembinaan tugas yang melibatkan murid menggunakan teknologi akan dibincangkan. Kursus ini juga akan membincangkan isu, cabaran, dan perspektif baru berkaitan penyelidikan tentang geometri dan trigonometri.

*The course offers the opportunity for students to be exposed to the important concepts in geometry and trigonometry. In addition, the focus will be on the common errors and learning difficulties faced in the*

*learning of geometry and trigonometry. The experience will be used as the foundation to discuss the assessment and problem solving in geometry and trigonometry. Teaching and learning techniques in teaching geometry and trigonometry at primary and secondary schools will be covered and the design of tasks that involve students using digital technology at primary and secondary school levels will be discussed. Issues, challenges and new perspectives on research in geometry and trigonometry will be covered.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Lye, M.S. & Yaakub, A.H.(2019). Mathematics for Matriculation Semester 2. Kuala Lumpur. Oxford Fajar.
- Lye, M.S. & Koo, S.H. (2019). STPM Text Mathematics(T) Statistics Semester 1. Kuala Lumpur. Oxford Fajar.
- Leong, K.E. & Chew, C.M. (2018). Pengajaran Matematik Sekolah Menengah. Kuala Lumpur, KL: AEC Bina Minda Sdn Bhd.
- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2012). *Elementary and Middle School Mathematics: Teaching Developmentally, 8th Edition*. Pearson: London.
- Crane, T., & Rubenstein, R. (2009). *Understanding geometry for a changing world: NCTM's 71<sup>st</sup> yearbook*. NCTM: Reston, VA.
- Usiskin, Z., Peressini, A.L., Marchisotto, E., & Stanley, D. (2002). *Mathematics for High School Teachers- An Advanced Perspective*. Pearson: London.

#### **PQD7003 Pengajaran Kebarangkalian dan Statistik dengan Teknologi (3 Kredit)**

#### **PQD7003 Teaching Probability and Statistics with Technology (3 Credit)**

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##### **Sinopsis/Synopsis**

Kursus ini akan mendedahkan pelajar kepada konsep penting dalam pembelajaran kebarangkalian dan statistik. Antara lain, tumpuan akan diberi kepada kesukaran pembelajaran dan kesilapan umum dalam pembelajaran kebarangkalian dan statistik. Pengalaman tersebut akan dijadikan landasan bagi membincangkan tentang pentaksiran dan proses penyelesaian masalah kebarangkalian dan statistik. Teknik pengajaran kebarangkalian dan statistik di peringkat sekolah rendah dan menengah akan diteliti dan pembinaan tugas yang melibatkan murid menggunakan teknologi akan dibincangkan. Kursus ini juga akan membincangkan isu, cabaran, dan perspektif baru berkaitan penyelidikan tentang kebarangkalian dan statistik.

*The course offers the opportunity for students to be exposed to the important concepts probability and statistics. In addition, the focus will be on the common errors and learning difficulties faced in the learning of probability and statistics. The experience will be used as the foundation to discuss the assessment and problem solving in probability and statistics. Teaching and learning techniques in teaching probability and statistics at primary and secondary schools will be covered and the design of tasks that involve students using digital technology at primary and secondary school levels will be discussed. Issues, challenges and new perspectives on research in probability and statistics will be covered.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Lye, M.S. & Yaakub, A.H.(2019). Mathematics for Matriculation Semester 2. Kuala Lumpur. Oxford Fajar.
- Khor, B.W. & Lye, M.S. (2019). STPM Text Mathematics(T) Statistics Semester 3. Kuala Lumpur. Oxford Fajar.

- Ross, S. (2012). *A first course in probability (9th edition)*. USA: Pearson.
- Pagano, R. (2012). *Understanding statistics in behavioral science (10th edition)*. London: Cengage Learning.
- Lee, P. Y. (2008). *Teaching Secondary School Mathematics*. Singapore: McGraw HillBurrill,G.F. & Elliott, P.C. (2006). *Thinking and reasoning with data and chance: 68th NCTM yearbook*. Reston, VA: NCTM.

#### **PQD7004 Produksi Multimedia dalam Pengajaran (3 Kredit)**

#### **PQD7004 Production of Multimedia in Teaching (3 Credit)**

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##### **Sinopsis/Synopsis**

Kursus ini bertujuan memberi pengalaman kepada pelajar membangunkan perisian multimedia pendidikan yang berasaskan kepada gabungan teori dan kemahiran teknikal yang telah disentuh dalam kursus ini. Piawaian dan keserasian setiap komponen multimedia diberi penekanan. Aspek antara muka perisian; format akhir pakej perisian pendidikan; dan penilaian perisian yang telah dibangunkan juga akan disentuh.

*This course aims to give students the experience of developing educational multimedia software based on a combination of theory and technical skills that have been covered in this course. Standards and compatibility of each multimedia component emphasized. Aspects of the software interface, end format software package for education, and evaluation of software that has been developed will also be touched.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous Assessment: 70%, Examination:30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Vaughan, T. (2014). *Multimedia: Making It Work (9<sup>th</sup> Edition)*. McGraw Hill.
- Karen S. Ivers and Ann E. Barron (2010). *Multimedia Projects in Education: Designing, Producing, and Assessing (4<sup>th</sup> Edition)*. Santa Barbara: Libraries Unlimited.
- Jago, M. (2014). *Adobe Premiere Pro CC Classroom in a Book*. San Francisco. Adobe Press.
- Adobe Creative Team (2012). *Adobe® Photoshop® CS6 Classroom in a Book®*. San Francisco. Adobe Press.

#### **PQD7005 Penyelesaian Masalah Matematik Berasaskan Teknologi (3 Kredit)**

#### **PQD7005 Technology based Mathematical Problem (3 Credit)**

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##### **Sinopsis/Synopsis**

Kursus ini akan memberi peluang kepada pelajar terlibat dalam penyelesaian masalah dalam topik seperti nombor, algebra, geometri, statistik, kebarangkalian dan kalkulus. Pengalaman tersebut akan dijadikan landasan bagi membincangkan teori tentang kebolehan dan proses penyelesaian masalah matematik. Teknik pengajaran penyelesaian masalah matematik di peringkat sekolah rendah dan menengah akan diteliti dan pembinaan tugas yang melibatkan murid menggunakan teknologi dalam penyelesaian masalah matematik di peringkat sekolah rendah dan menengah akan dibincangkan. Kursus ini juga akan membincangkan isu, cabaran, dan perspektif baru berkaitan penyelidikan tentang pengintegrasian teknologi digital dalam penyelesaian masalah matematik.

*The course offers the opportunity for students to be involved in solving problems in the topics of numbers, algebra, statistics, probability, geometry and calculus. The experience will be used as the foundation to discuss theory related to the process of problem solving and ability in solving problems in mathematics. Teaching and learning technique in teaching problem solving at primary and secondary schools will be covered and the design of tasks that involve students using digital technology in solving mathematical problems at primary and secondary school levels will be discussed. Issues, challenges and new perspectives on research in the integration of digital technology in problem solving in mathematics will also be discussed.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Polya, G. & Conway, J.H. (2014). *How to Solve it: A new aspect of mathematical method.* USA: princeton University Press.
- Kaur, B., Yeap, B.H. & Kapur, M. (Eds.) (2009). *Mathematical Problem Solving: Year Book 2009.* Singapore: World Scientific Publishing Co. Pte. Ltd.
- Charles, R.I. & Barnet, C.S. (1992). *Problem solving experiences in pre algebra.* USA: Addison Wesley.

**PQD7006 Pengajaran Kalkulus dengan Teknologi (3 Kredit)**

**PQD7006 Teaching Calculus with Technology (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini akan mendedahkan pelajar kepada konsep penting dalam pengajaran kalkulus. Antara lain, tumpuan akan diberi kepada kesukaran pembelajaran dan kesilapan umum dalam pembelajaran kalkulus. Pengalaman tersebut akan dijadikan landasan bagi membincangkan tentang pentaksiran dan proses penyelesaian masalah kalkulus. Teknik pengajaran kalkulus di peringkat menengah dan pra-universiti akan diteliti dan pembinaan tugas yang melibatkan murid menggunakan teknologi akan dibincangkan. Kursus ini juga akan membincangkan isu, cabaran, dan perspektif baru berkaitan penyelidikan tentang kalkulus.

*The course offers the opportunity for students to be exposed to the important concepts in calculus. In addition, the focus will be on the common errors and learning difficulties faced in the learning of calculus. The experience will be used as the foundation to discuss the assessment and problem solving in calculus. Teaching and learning techniques in calculus at the secondary level and pre-university will be covered. In addition, the design of tasks that involve students using digital technology in calculus will be discussed. Issues, challenges and new perspectives on research in calculus will be covered.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Ong, B.S. & Nuruddin, M. (2019). *Mathematics for Matriculation Semester 1.* Kuala Lumpur. Oxford Fajar.
- Lye, M.S. & Yaakub, A.H.(2019). *Mathematics for Matriculation Semester 2.* Kuala Lumpur. Oxford Fajar.
- Wong, P.W. & Lye, M.S. (2019). *STPM Text Mathematics(T) Calculus Semester 2.* Kuala Lumpur. Oxford Fajar.
- Posamentier, A.S. & Smith, B. (2014). *Teaching Secondary Mathematics: Techniques and Enrichment Units, 9<sup>th</sup> Edition.* Pearson: New York.
- Lee, P. Y. (2008). *Teaching Secondary School Mathematics.* Singapore: McGraw Hill.
- Foerster, P. A.(2005). *Calculus : concepts and applications.* Berkeley: Key Curriculum Press.

**PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 Kredit)**

**PQX7001 Statistics for Research in Education (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugas praktikal, pelajar akan mempelajari cara menggunakan prosedur statistiks yang sesuai. Disamping itu, cara mengenalpasti masalah dalam analisis data seperti kes ekstrim (outlier), taburan

tidak normal dan lain-lain juga akan dibincangkan. Data daripada penyelidikan pendidikan akan digunakan untuk menunjukkan bagaimana teknik statistik diaplikasi, ditafsir dan dilaporkan menurut format APA. Isi kandungan kursus ini termasuk organisasi data, perwakilan secara grafik, ukuran kecenderungan memusat, ukuran kebolehubahan, skala pengukuran, taburan normal, konsep pengujian hipotesis, perbandingan perbezaan antara dua min (sample besar dan kecil), perbandingan perbezaan antara dua varians, jadual kontingensi, pengujian khi kuasa dua, ujian korelasi Pearson, persampelan rawak yang ringkas dan ANOVA satu hala. Secara umum kursus ini merangkumi teknik prosedur deskriptif dan inferensi penting yang digunakan dalam penyelidikan pendidikan. Indeks saiz kesan dan cara meningkatkan kuasa sesuatu prosedur statistik juga akan dibincangkan.

*The course is designed to assist students in applying basic statistics for research in education. Through practical assignments, students not only learn how to apply the statistical techniques. In addition, the methods in identifying in the problems in data analysis such as extreme values(outliers), non-normal distribution will be discussed. Data from educational research journals are used to illustrate how the statistical techniques are applied, described and reported using the APA format. The contents cover the organisation of data, graphical representation of data, measurements of variables, central tendency and variability; measurement scales; normal distribution; concept of hypothesis testing, comparison of means (small and large samples), comparison of variances, contingency tables, Chi Square test, Pearson correlation, random sample and one-way ANOVA. In general the course covers the most important descriptive and inferential statistical techniques used in educational research. Effect size indices and statistical power will be discussed.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Field, A. (2013). *Discovering statistics using SPSS*. London: SAGE Publication.
- Chua, Y.P.(2013) *Mastering Research Statistics*. Kuala Lumpur:McGraw Hill.
- Lomax,R.& Vaughn D.L.(2012). *An introduction to statistical concepts*. 3rd edition. New York: Routledge.
- Bluman, A.G. (2012). *Elementary statistics: A step by step approach(8<sup>th</sup> edition)*. New York: McGraw Hill.
- Lind, D., Marchal, W., & Wathen, S. (2011). *Basic Statistics for Business &Economics*. New York: McGraw Hill.

#### **PQX7007 Analisis Regresi Gunaan (3 Kredit)**

#### **PQX7007 Applied Regression Analysis (3 Credit)**

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#### **Sinopsis/Synopsis**

Kursus ini direka bentuk untuk membantu pelajar dalam melaksanakan teknik analisis regresi untuk penyelidikan dalam pendidikan. Melalui tugas praktikal, pelajar bukan sahaja mempelajari cara menerapkan teknik statistik, tetapi juga bagaimana membina model regresi. Isi kandungan meliputi kes-kes khas Model Linear Umum (GLM) seperti regresi linear yang mudah, regresi berganda, model linear, model polinomial, outlier, peramal kategori, ANOVA faktorial, ANCOVA dan regresi logistik. Secara umum kursus ini merangkumi teknik regresi yang paling penting yang digunakan dalam penyelidikan pendidikan. Artikel dari jurnal penyelidikan pendidikan digunakan untuk menggambarkan bagaimana teknik regresi diterapkan dan diterangkan dalam literatur saintifik, dan bagaimana hasilnya boleh dilaporkan dan ditafsirkan

*The course is designed to assist students in applying regression analysis techniques for research in education. Through practical assignments, students not only learn how to apply the statistical techniques, but also how to construct a regression model. The contents cover special cases of General Linear Models(GLM) such as simple linear regression, multiple regression, linear models, polynomial models, outliers, categorical predictors, factorial ANOVA, ANCOVA and logistic regression. In general this course covers the most important regression techniques used in educational research. Articles from educational research journals are used to illustrate how the regression techniques are applied and described in the scientific literature, and how the results can be reported and interpreted.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Darlington, R. & Hayes, A. (2017). *Regression Analysis and Linear Models*. New York: Guilford Press.
- Judd, C.M., McClelland, G.H. & Ryan, C. (2017). *Data Analysis: A Model Comparison Approach*. New York: Routledge.
- Fox, J. (2016). *Applied Linear Regression and Generalized Linear Models*. California: SAGE Publication.
- Kleinbaum, D. & Kuper, L. (2013). *Applied Regression Analysis and Other Multivariable Methods*. New York: Cengage Learning.

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**PQX7008 Kaedah Multivariat (3 Kredit)**  
**PQX7008 Multivariate Methods (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini dirangka untuk membantu pelajar dalam menggunakan teknik analisis multivariat bagi penyelidikan dalam pendidikan. Kursus ini bermula dengan kajian / pengenalan kepada konsep asas dari matriks algebra dan perbincangan tentang sifat-sifat taburan normal multivariat. Regresi berganda dikaji semula secara ringkas dan regresi multivariat disebutkan. Seterusnya, kursus ini membincangkan kaedah untuk membandingkan kumpulan kepada beberapa pembolehubah; kaedah untuk ujian bagi perbezaan cara dan covariances akan diperkenalkan. Analisis dan klasifikasi kaedah analisis diskriminan kemudian diperkenalkan. Kursus ini diakhiri dengan perbincangan analisis komponen utama dan analisis faktor.

*The course is designed to assist students in applying multivariate on analysis techniques for research in education. The course begins with a review/introduction to basic concepts from matrix algebra and a discussion of the properties of the multivariate normal distribution. Multiple regression is briefly reviewed and multivariate regression is mentioned. Next, this course then discusses methods for comparing groups on several variables; methods for testing for differences of means and covariances will be introduced. Discriminant analysis and classification analysis methods are then introduced. The course concludes with a discussion of principal components analysis and factor analysis.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Hair, J.F., Babin, B.J., Anderson, R.E. & Black, W. C. (2018). *Multivariate Data Analysis*. India: Cengage.
- Vaughn D.L. (2016). *Applied Multivariate Statistical Concepts*. New York: Routledge.
- Stevens, J.P. (2015). *Applied Multivariate Statistics for the Social Sciences*. London: Routledge.
- Schumacker, R. E. (2015). *Using R With Multivariate Statistics*. London: SAGE Publications.

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**POD7002 Perkembangan Kurikulum dalam Pendidikan Matematik (3 Kredit)**  
**POD7002 Curriculum Development in Mathematics Education (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertumpu kepada proses dalam kurikulum matematik yang berkaitan dengan identifikasi matlamat, pengembangan program, pelaksanaan, dan penilaian. Asas sejarah, falsafah, dan sosiologi bagi reka bentuk dan perancangan kurikulum dalam pendidikan matematik akan dibincangkan. Kursus ini juga

akan meneliti kurikulum matematik sekolah rendah dan menengah, dengan penekanan kepada bentuk program masa kini, aliran semasa dalam reka bentuk dan isi kandungan, skop dan susunan, inovasi, dan proses reformasi. Tumpuan adalah kepada usaha mengenal pasti isu dan masalah bagi tujuan penyelidikan.

*The course focuses on the development process of mathematics curriculum; particularly that is related to the identification of the goal in mathematics education, development of the programme, its implementation and evaluation. History, philosophy and sociology forms as the basis in the mathematics curriculum design will be discussed. This course also gives students the opportunity to analyze the primary and secondary school mathematics, with the emphases on the structure of the present program, the current trend in the curriculum design and content, scope and organization, innovation and the process of reform. Focus will be given to the identification of issues and challenges for research.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Karp, K. & McDuffie, A.R. (2014). *Annual Perspectives in Mathematics Education 2014: Using Research to Improve Instruction*. Reston, VA: NCTM.
- Keeley, P. & Rose, C.M. (Eds). (2006). Mathematics curriculum topics study: Bridging the gap between standards and practice. Thousand Oaks, CA: Corwin Press.
- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: NCTM.
- Nik Azis, N.P. (2008). *Isu-isu kritikal dalam Pendidikan Matematik*. Kuala Lumpur: Penerbit Universiti Malaya

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**WOB7007 Penerbitan Web (3 Kredit)**  
**WOB7007 Web Publishing (3 Credit)**

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**Sinopsis/Synopsis**

Merangkumi topik-topik seperti: Gambaran menyeluruh penerbitan web, perancangan projek penerbitan web, peralatan pembangunan web (sumber terbuka dan komersial), senibina penerbitan web, penerbitan web dalam perpustakaan, klien web dan teknologi klien: cth. HTML, XHTML, CSS, Javascript, pelayan web servers dan teknologi pelayan: cth. Apache, PHP, system berpandukan pangkalan data, system dan perisian penerbitan web terkini (seperti blog), isu-isu dalam penerbitan web: cth. privasi, kebolehgunaan, kebolehcapaian, standard

*Topics included are: Big picture of web publishing, web publishing in libraries, planning of a web publishing project, web development tools (open source and commercial), architecture of the web publishing, web clients and client-side technologies: e.g. HTML, XHTML, CSS, Javascript, web servers and server-side technologies: e.g. Apache, PHP, database driven systems, recent web publishing systems and software (e.g. blogs) web publishing issues: e.g. privacy, usability, accessibility, standards.*

**Kaedah Penilaian:** Penilaian Berterusan: 100%  
**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Colburn, R. and Lemay, L. (2010). *Sams Teach Yourself Web Publishing with HTML and CSS in One Hour a Day: Includes New HTML5 Coverage*. 6<sup>th</sup> Edition. Sams Publishing.
- Moncur, M. and Ballard, P. (2012). *Sams Teach Yourself JavaScript in 24 Hours*. 5<sup>th</sup> Edition. Sams

- Publishing.
- Meloni, Julie. (2012). *Sams Teach Yourself PHP, MySQL and Apache: All in One*. 5<sup>th</sup> Edition. Sams Publishing.
  - Robbins, J.N. (2012). *Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics*. . 6<sup>th</sup> Edition. Sams Publishing

**WOB7014 Pengurusan Pengetahuan Untuk Profesional Maklumat (3 Kredit)**

**WOB7014 Knowledge management for information professionals (3 Credit)**

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**Sinopsis/Synopsis**

Mendefinisikan pengurusan pengetahuan dan persekitaran pengurusan pengetahuan ; memahami komponen pengurusan pengetahuan - proses dan sistem yang perlu wujud dan berinteraksi menjadikan pengurusan pengetahuan mungkin ; mengetahui hubungan antara pengurusan pengetahuan dan pengurusan maklumat, rekod / pengurusan dokumen , pengurusan sumber manusia, teknologi maklumat ; Peranan profesional maklumat dalam menguruskan pengetahuan - memeriksa kemahiran dan kecekapan dan pemahaman penyelidikan pengurusan pengetahuan.

*Defining knowledge management and the knowledge management environment; understand the components of knowledge management - processes and systems that need to exist and interact to make knowledge management possible; knowing the relationships between knowledge management and information management, records/document management, human resources management, information technology; The information professional's role in managing knowledge – examining skills and competencies and understanding knowledge management research.*

**Kaedah Penilaian:** Penilaian Berterusan: 100%

**Assessment Method:** Continuous Assessment: 70%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Koenig, Michael E. D. and T. Kanti Srikantaiah (eds.) (2007). *Knowledge Management Lessons Learned: What Works and What Doesn't*. Medford, N.J., Information Today.
- Alavi, Maryam, and Dorothy Leidner (2001) *Knowledge Management and Knowledge Management Systems: Conceptual Foundations and Research Issues*. MIS Quarterly 25(1) March. 107-136.
- Hislop, Donald. (2013). *Knowledge Management in Organizations: A critical Introduction*. London: Oxford University Press.
- Dalkir, K. (2011). *Knowledge Management in Theory and Practice*. 2<sup>nd</sup> ed. Burlington: Elsevier Butterworth-Heinemann

**PQX7002 Projek Penyelidikan (12 Kredit)**

**PQX7002 Research Project (12 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konspetual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan ulasan literature dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Pelajar akan di selia oleh seorang penyelia sepanjang proses ini. Satu laporan penyelidikan akan di serahkan untuk penilaian.

*This course requires the student to formulate a research problem and the related conceptual / theoretical frameworks in any relevant field for the programme registered for and carry out the research coherently. Students would conduct a comprehensive review of the relevant literature, and use appropriate methods of data collection and analysis. Students would be supervised by a lecturer throughout the process. A research report will be submitted for examination.*

**Kaedah Penilaian:** Penilaian Berterusan: Gred Akhir Diberi

**Assessment Method:** Continuous Assessment: A final grade is given

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education. 9<sup>th</sup> Edition.* New York: McGraw Hill, Inc.
- Hammond, M. & Wellington, J. (2012). Research Methods: The Key Concepts. Routledge.
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches: International Edition* (3rd Edition). Pearson.

**JABATAN PENGURUSAN, PERANCANGAN DAN DASAR PENDIDIKAN**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT, PLANNING AND**  
**POLICY**

**SARJANA PENDIDIKAN SECARA KERJA KURSUS**  
**MASTER OF EDUCATION BY COURSEWORK**

Program	: Sarjana Pengurusan Pendidikan
Programme	<i>Master of Educational Management</i>
Kod Program	: PQB
Programme Code	
Mod Program	: Kursus
Programme Mode	<i>Coursework</i>

**KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019**  
**UNIVERSITY MALAYA (MASTER'S DEGREE) RULES 2019**

**1. Jenis Program/ Programme Type**

Program secara Kursus, iaitu program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan

*This is a programme by coursework, which involves lectures and the production of a Research Report*

**2. Syarat Kemasukan/ Admission Requirements**

Kelayakan masuk untuk mengikuti program Sarjana Pengurusan Pendidikan adalah seperti berikut:  
*Admission requirements for the Master of Educational Management programme is as follows:*

- i. Ijazah Sarjana Muda Pendidikan dengan pencapaian PNGK sekurang-kurangnya 3.00 atau yang setaraf dengannya dalam pengkhususan Pendidikan; **ATAU**  
*Bachelor of Education Degree with a CGPA of at least 3.0 or its equivalent in Education specialisations; OR*
- ii. Ijazah Sarjana Muda dengan Pendidikan dengan pencapaian PNGK sekurang - kurangnya 3.00 atau yang setaraf dengannya; **DAN**  
*Bachelor of Education Degree with a CGPA of at least 3.0 or its equivalent; AND*
  - a. Diploma Pendidikan pasca ijazah PNGK 3.00; **ATAU**  
*Postgraduate diploma in education with a CGPA of at least 3.0; OR*
  - b. Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**  
*Teaching qualifications recognized by the University; OR*
  - c. Pengalaman mengajar tidak kurang daripada satu tahun yang berkaitan dari institusi pendidikan yang diiktiraf oleh Senat; **ATAU**  
*Relevant teaching experience of at least one year in an education institution recognised by the Senate; OR*
  - d. Pengalaman kerja dalam bidang yang berkaitan; **ATAU**  
*Work experience in related fields; OR*
  - e. Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**  
*Eligibility criteria from a recognised professional body; OR*
  - f. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa; **ATAU**  
*Other qualifications approved by the Senate from time to time; OR*
  - g. Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakurkan oleh Senat Universiti Malaya.  
*Has other equivalent qualifications recognised by the Malaysian Government and approved by the Universiti Malaya Senate .*

### **Calon Antarabangsa/ International Candidate**

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakuan oleh Senat Universiti Malaya.

*Has other equivalent qualifications recognised by the Malaysian Government and approved by the Universiti Malaya Senate*

dan/ and

Memperolehi skor minimum band 5.5 bagi *International English Language Testing System (IELTS)(Academic)*.

*Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).*

atau/ or

Memperolehi skor minimum sebanyak 550 (*Paper based*), skor 213 (*Computer based*) atau skor 80 (*Internet based*) bagi *Test of English as a Foreign Language (TOEFL)*

*Obtain a minimum score of 550 (Paper based), score of 213 (Computer based) or score of 80 (Internet based) for the Test of English as a Foreign Language (TOEFL)*

atau/ or

Memperolehi Band 4 dan ke atas dalam *Malaysian University English Test (MUET)*;

*Obtain Band 4 and above in the Malaysian University English Test (MUET);*

atau/ or

Memperolehi skor 42 dan ke atas dalam *Pearson Test of Academic English (PTE Academic)*;

*Obtain a score of 42 and above in the Pearson Test of Academic English (PTE Academic);*

atau/ or

Memperolehi Gred C dan ke atas untuk subjek *English* dalam *General Certificate of Education (A Level), University of Cambridge*;

*Obtain a Grade C and above in English for General Certificate of Education (A Level), University of Cambridge;*

atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: First (FCE)*;

*Obtain a Grade C and above in the Cambridge Assessment English: First (FCE);*

atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Advanced (CAE)*;

*Obtain a Grade C and above in the Cambridge Assessment English: Advanced (CAE);*

atau/ or

Memperolehi Gred C dan ke atas dalam *Cambridge Assessment English: Proficiency (CPE)*.

*Obtain a Grade C and above in the Cambridge Assessment English: Proficiency (CPE).*

### **3. Tempoh Pengajian/ Duration of study**

Tempoh Minimum : 2 Semester Biasa dan 1 Semester Khas  
Tempoh Maksimum : 8 Semester

*Minimum Duration : 2 Regular Semesters and 1 Special Semester  
Maximum Duration : 8 Semesters*

#### **4. Matlamat Program/ Programme Aim**

Untuk melahirkan graduan berkaliber dalam bidang pengurusan pendidikan melalui pengajaran, pembelajaran, penyelidikan, inovasi, penerbitan, perundingan yang dapat mengamalkan ilmu dalam bidang Pengurusan Pendidikan.

*To produce professional graduates in educational management through teaching, learning, research, innovation, publishing, consulting and practice knowledge in the field of Educational Management.*

#### **5. Objektif Pendidikan Program/ Programme Educational Objectives**

PEO1

Untuk melahirkan pengamal pendidikan yang mempunyai pengetahuan dan kemahiran praktikal dalam menggunakan teknik numerasi lanjutan serta teknologi digital berkaitan bidang Pengurusan Pendidikan.

PEO2

Untuk melahirkan pengamal pendidikan yang berupaya memimpin dengan berautonomi serta berkomunikasi bersama pemegang taruh dalaman dan luaran dalam membina amalan inovatif di institusi pendidikan.

PEO3

Untuk melahirkan pengamal pendidikan dengan integriti yang mempamerkan profesionalisme serta amalan beretika dalam mengurus institusi pendidikan.

PEO4

Untuk melahirkan pengamal pendidikan dengan sikap positif, minda keusahawanan dan amalan lestari bagi kemajuan kerjaya dan profesion dalam bidang Pengurusan Pendidikan.

#### **6. Hasil Pembelajaran Program/ Program Learning Outcomes**

Di akhir program, pelajar dapat;

*At the end of the programme, students will be able to;*

Domain MQF	Hasil Pembelajaran Learning Outcomes
PLO1	Menguasai ilmu pengetahuan merangkumi teori dan amalan dalam bidang organisasi dan pengurusan pendidikan. <i>Master knowledge about the theory and practice in the areas of organization and educational management.</i>
PLO2	Mempamerkan kemahiran praktikal dalam aspek merancang, mengelola, memimpin dan mengawal sesebuah organisasi pendidikan melalui penilaian dan penyelidikan dalam bidang pengurusan pendidikan. <i>Demonstrate practical skills in designing, managing, leading and controlling an educational organization through assessment and research in the field of educational management.</i>
PLO3	Mempraktik akauntabiliti dan tanggungjawab sosial berkaitan dengan pengurusan pendidikan kepada pihak-pihak tertentu khususnya masyarakat sekitar. <i>Exercise social accountability and responsibility in relation to the management of education to specific parties, especially the surrounding community.</i>
PLO4	Mengamalkan nilai murni dan etika profesional dalam pengurusan pendidikan. <i>Practice professional values and ethics in educational management.</i>
PLO5	Mempamerkan nilai kepimpinan dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang Pengurusan Pendidikan. <i>Demonstrate leadership value and collaboration with various parties to carry out activities in the field of Educational Management.</i>
PLO6	Mengimplementasi pemikiran kritis dan kreatif semasa membuat keputusan dan menyelesaikan masalah berkaitaan dengan teori dan amalan pengurusan pendidikan. <i>Implement critical and creative thinking when making decisions and solving problems related to educational management theory and practice.</i>
PLO7	Mengurus maklumat ilmiah daripada pelbagai sumber sebagai asas pembelajaran sepanjang hayat.

<b>Domain MQF</b>	<b>Hasil Pembelajaran <i>Learning Outcomes</i></b>
	<i>Manage scientific information from a variety of sources as a basis for lifelong learning.</i>

## **7. Struktur Program/ Programme Structure**

Struktur Program pengurusan pendidikan berasaskan pendekatan bersifat kontemporari untuk melahirkan pemimpin yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara 2013-2025.

*The structure of Educational Management Program is based on a contemporary approach to producing outstanding leaders. Curriculum content is designed based on the development of education from the perspective of services and teaching in line with the National Philosophy of Education, National Vision and National Transformation Plan 2013-2025.*

Program ini merangkumi Empat Puluh Lima (45) kredit yang merangkumi Dua Belas (12) kredit bagi kursus teras, Dua Puluh Satu (21) kredit bagi kursus elektif dan Dua Belas (12) kredit bagi laporan penyelidikan yang melibatkan aktiviti Kuliah, perbincangan, e-learning, forum, projek, pembelajaran teradun (*blended learning*).

*The program includes Forty-five (45) credit including Twelve (12) credit for core courses, Twenty-one (21) credit for elective courses and Twelve (12) credit for research reports involving Lecture, discussions, e-learning, forums, projects, blended learning.*

### **Kursus Teras (Wajib)**

#### **Core Courses (Compulsory)**

PQB 7001	Kaedah Penyelidikan dalam Pentadbiran dan Pengurusan Pendidikan <i>Research Methods in Educational Administration and Management</i>	3 kredit <i>credits</i>
PQB 7002	Pengurusan Organisasi Pendidikan <i>Management of Educational Organisations</i>	3 kredit <i>credits</i>
PQB 7003	Konsep dan Amalan Dalam Pengurusan Pendidikan <i>Concept and Practice in Educational Management</i>	3 kredit <i>credits</i>
PQB 7004	Kepimpinan Pendidikan <i>Educational Leadership</i>	3 kredit <i>credits</i>

### **Kursus Elektif (Pilih Tujuh) / Elective Courses (Select Seven)**

PQB 7005	Pengurusan Sumber Manusia Dalam Pendidikan <i>Human Resource Management in Education</i>	3 kredit <i>credits</i>
PQB 7006	Seminar Amalan Profesional Dalam Pengurusan Pendidikan <i>Seminar on Professional Practices on Educational Management</i>	3 kredit <i>credits</i>
PQB 7007	Kualiti Pendidikan <i>Quality of Education</i>	3 kredit <i>credits</i>
PQB 7008	Teknologi Maklumat dan Komunikasi dalam Pendidikan <i>Information and Communication Technology in Education</i>	3 kredit <i>credits</i>
POF 7006	Perundangan Pendidikan <i>Educational Law</i>	3 kredit <i>credits</i>
PQB 7009	Perancangan dan Pengurusan Program Pembangunan Staf <i>Planning and Management of Staff Development Programmes</i>	3 kredit <i>credits</i>
PQB 7010	Pengurusan Dasar Strategik Dalam Pendidikan <i>Management of Strategic Policy in Education</i>	3 kredit <i>credits</i>
PQB 7011	Perancangan Kewangan dan Ekonomi Pendidikan <i>Financial Planning and Economics of Education</i>	3 kredit <i>credits</i>
POG7004	Pengurusan Kurikulum <i>Curriculum Management</i>	3 kredit <i>credits</i>

### **Projek Penyelidikan / Research Project**

PQX 7002	Projek Penyelidikan <i>Research Project</i>	12 kredit <i>credit</i>
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**SARJANA PENGURUSAN PENDIDIKAN**  
**SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)**  
**MASTER OF EDUCATIONAL MANAGEMENT**  
**LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

KOMPONEN / COMPONENT	SEMESTER 1		SEMESTER 2		SEMESTER KHAS		JUMLAH KREDIT / TOTAL CREDIT
	MATA PELAJARAN / SUBJECT	KREDIT / CREDIT	MATA PELAJARAN / SUBJECT	KREDIT / CREDIT	MATA PELAJARAN / SUBJECT	KREDIT / CREDIT	
Kursus Teras / Core Courses	PQB 7001 Kaedah Penyelidikan dalam Pentadbiran dan Pengurusan Pendidikan <i>Research Methods in Educational Administration and Management</i>	3	PQB 7003 Konsep dan Amalan Pengurusan Pendidikan <i>Concept and Practice in Educational Management</i>	3			12
	PQB 7002 Pengurusan Organisasi Pendidikan <i>Management of Educational Organisations</i>	3	PQB7004 Kepimpinan Pendidikan <i>Educational Leadership</i>	3			
Kursus Elektif (Pilih 7) / Elective Courses (Select 7)	PQB7005 Pengurusan Sumber Manusia dalam Pendidikan <i>Human Resource Management in Education</i>	3	POF7006 Perundangan Pendidikan <i>Educational Law</i>	3			21
	PQB7006 Seminar Amalan Profesional Dalam Pengurusan Pendidikan <i>Seminar on Professional Practices on Educational Management</i>	3	PQB 7009 Perancangan dan Pengurusan Program Pembangunan Staf <i>Planning and Management of Staff Development Programmes</i>	3			
	PQB 7007 Kualiti Pendidikan <i>Quality of Education</i>	3	PQB 7010 Pengurusan Dasar Strategik Dalam Pendidikan <i>Management of Strategic Policy in Education</i>	3			
	PQB 7008 Teknologi Maklumat dan Komunikasi dalam Pendidikan <i>Information and Communication Technology in Education</i>	3	PQB 7011 Perancangan Kewangan dan Ekonomi Pendidikan <i>Financial Planning and Economics of Education</i>	3			
	POG 7004 Pengurusan Kurikulum <i>Curriculum Management</i>	3					
Projek Penyelidikan / Research Project			PQX 7002Projek Penyelidikan (P) / <i>Research Project (P)</i>	6	PQX 7002 Projek Penyelidikan (P) / <i>Research Project (P)</i>	6	12
Jumlah Kredit / Total Credit		18		21		6	45

**JUMLAH KREDIT KESELURUHAN: 45 Kredit**  
**OVERALL TOTAL CREDIT: 45 Credit**

**PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 /  
UNIVERSITI MALAYA (MASTER'S DEGREE) REGULATIONS 2019**

**1. Pendaftaran Kursus / Course registration**

- (1) Pendaftaran kursus hendaklah dilakukan sebelum permulaan semester di mana calon telah ditawarkan kemasukan ke program pengajian tersebut'  
*Course registration must be completed before the commencement of the semester in which the candidate has been offered admission into the said programme of study.*
- (2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan perarikan diri daripada semester berkenaan.  
*The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.*

**2. Penyeliaan / Supervision**

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

*Appointment of supervisor must be done no later than the first semester of study.*

**3. Ketetapan Bidang Penyelidikan / Determination of Research Areas**

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

*Determination of the research area must be carried out before the candidate begins his or her research.*

**4. Laporan Penyelidikan / Research Report**

- (1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.  
*The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination*
- (2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.  
*The candidate shall submit his/her research report for examination within the candidacy period*
- (3) Calon dikehendaki menyerahkan borang kelulusan tajuk dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi Kertas Projek/ Laporan penyelidikan.  
*Candidates are required to submit FP 44/2007 Form and get an approval from faculty before register for Project Paper/ Research Report.*
- (4) Bagi Calon yang belum menghabiskan kursus teras dan kursus elektif perlu melengkapkan kursus-kursus tersebut sebelum pendaftaran Kertas Projek/ Laporan penyelidikan.  
*Candidate are required to finished all courses before register for Project Paper/ Research Report.*
- (5) Calon perlu mendaftar kursus PROGRESIF 1 dan PROGRESIF 2 bagi DUA (2) SEMESTER BERTURUT-TURUT dan membuat rujukan bersama penyelia setiap progres Kertas Projek/ Laporan penyelidikan yang dijalankan.  
*Candidates who has registered for Project Paper/ Research Report are required to register Progresive Course for two (2) consecutive semesters and always discuss with the appointed supervisor.*

## SINOPSIS KURSUS / COURSE SYNOPSIS

### PQB7001 Kaedah Penyelidikan dalam Pentadbiran dan Pengurusan Pendidikan (3 Jam Kredit) *PQB7001 Research Methods in Educational Administration and Management (3 Credits hours)*

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#### **Sinopsis/Synopsis**

Pelajar akan diperkenalkan dengan proses penyelidikan dan kemahiran penyelidikan dalam mempelajari budaya, sikap dan keutamaan organisasi. Beberapa metodologi cara pengumpulan data akan diperbincangkan. Pelbagai dimensi (seperti pendekatan kualitatif, kuantitatif dan juga kajian empirikal) akan diperbincang. Analisa data kualitatif dan kuantitatif akan dilaksanakan. Asas kemahiran penulisan akademik juga akan didalami.

*Students will be introduced to the research process and research skills in studying organizational culture, behavior and preference. Several methodologies, methods and instruments for data collection will be discussed. Different dimensions (such as qualitative, quantitative approaches, and empirical research) will be discussed. Qualitative and quantitative data analysis will be examined. Basic academic writing skills will also be explored.*

**Kaedah Penilaian:** Penilaian Berterusan: 100 %.

**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Creswell, J. W. (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (9th Ed.) New Jersey: Pearson, Merrill, Prentice Hall.
- Efron, S. E., & Ravid, R. (2015). *Action research in education: A practical guide*. NY: The Guilford Press.

### PQB7002 Pengurusan Organisasi Pendidikan (3 Kredit)

### *PQB7002 Management of Educational Organisations (3 Credit)*

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#### **Sinopsis/Synopsis**

Kursus ini memberikan makluman tentang perkembangan dalam pengurusan pendidikan pada hari ini dan sebelumnya bagaimana ianya berhasil dalam sektor pendidikan daripada pengurusan asas. Topik-topik yang akan diperbincangkan: definisi dan konsep serta proses dalam pengurusan pendidikan juga pendekatan dan praktikalnya. Kursus ini juga akan menekankan kepelbagaiannya aspek praktikal dalam pengurusan seperti merancang, mengurus, mengetuai dan mengawal dalam peringkat mikro dan sekolah. Komunikasi dan resolusi konflik juga akan diberikan penekanan. Pendekatan PBL akan digunakan bagi menggalakkan penglibatan pelajar dalam proses pembelajaran.

Pelajar juga diminta untuk mempelajari pengurusan organisasi dan pengurusan pendidikan, fungsi dan peranan pengurus dalam pengurusan pendidikan di institusi pendidikan berpandukan kepada pengetahuan dan pemahaman konsep-konsep dan prinsip pengurusan disamping mempelajari kes-kes berkaitan pengurusan.

*This course will give the students an overview on past and current trends of educational management in educational sectors and how it derived to educational sector from pure management. The topics to be discussed; the definition and concepts and process of educational management theories and their practices and approaches. This course will also emphasize the various practical aspects in management such as planning organizing, leading and control at the micro or school level. Communication and conflict resolution will also be given due attention. PBL approaches will be employed to involve student in the learning process. Students are required to study organizational administration and management of education, roles and functions of managers in educational administration in educational institutions based on their knowledge and understanding of concepts and principles of management besides studying related cases in management.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%  
**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:**  
**Main References:**

- Daft, R.L. (2013). *Organisational Theory and Design*. South Western Cengage learning: Ohio
- Jones, G. (2012). *Organizational Theory, Design, and Change: Global Edition*. Pearson: USA.
- Shafriz, J.M. & Steven, O.J. (2011). *Classics of Organizational Theory, (5<sup>th</sup> Edition)*. Orlando: Harcourt.

**PQB7003 Konsep dan Amalan Pengurusan Pendidikan (3 Kredit)**  
**PQB7003 Concept and Practice in Educational Management (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk memperkenalkan dan membimbing pelajar dalam memahami dengan terperinci tentang isu-isu pendidikan di peringkat global dan tempatan mengenai amalan profesional dalam salah satu aspek pengurusan pendidikan. Pelajar dikehendaki mensintesis dan menganalisis isu-isu yang dikenal pasti berdasarkan model dan teori yang berkenaan berdasarkan skop kajian. Untuk melakukan ini, mereka perlu mengkaji dengan teliti sorotan karya yang boleh diperolehi daripada jurnal terkemuka di seluruh dunia dan penyelidikan penemuan daripada tesis doktor falsafah di institusi pendidikan tinggi global dan tempatan kepada satu tajuk / skop kajian yang akan dipilih oleh pelajar individu. Dalam fasa kedua kursus ini, pelajar dikehendaki merekabentuk kaedah kajian dan akhirnya menjalankan proses pemerhatian pengumpulan data dalam satu institusi pendidikan pilihan mereka memberi fokus kepada amalan profesional dalam salah satu jenis isu yang berkaitan dengan pengurusan pendidikan. Berdasarkan format yang sedia ada dan prosedur yang ditetapkan tugas pemerhatian, pelajar dikehendaki menulis laporan kajian pemerhatian dan melakukan pembentangan terakhir mereka daripada penemuan mereka untuk memenuhi keperluan penilaian kursus.

*The course aims to introduce and guide students in understanding in details the educational issues at the global and local settings regarding professional practices in one of the aspects of educational management. Students are required to synthesise and analyse the identified issues based on relevant models and theories on the scope of the study. To do this, they have to review thoroughly academic literatures as possible from prominent journals all over the world and research findings from doctoral thesis at the global and local higher education institutions on one topic/scope of a study to be chosen by individual student. In the second phase of the course, students are required to design the methodology of the study and eventually conduct the observation process of data gathering in one educational institution of their choice focussing on professional practices in one of the type of issue pertaining to educational management. Based on the existing specified format and procedures of the observation assignment, students are required to write a report of the observation study and do their final presentation of their findings to fulfil the course assessment requirement.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:**  
**Main References:**

- Hoy, W. K., & Miskel, C.G. (2013). *Educational Administration: Theory, Research and Practice* (9<sup>th</sup> ed.). New York; McGraw-Hill
- Cardno, C. (2012). *Managing Effective Relationships in Education*. London: Sage Publication
- Bush, T. (2010). *Theories of Educational Leadership and Management*(4<sup>th</sup> ed.), London: Sage Publication

**PQB7004 Kepimpinan Pendidikan (3 Kredit)**  
**PQB7004 Educational Leadership (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memberi tumpuan kepada jenis kepimpinan dalam organisasi pendidikan seperti sekolah, kolej, universiti, jabatan pendidikan negeri dan Kementerian Pendidikan. Ia merangkumi kualiti dan ciri kepimpinan yang sesuai untuk organisasi pendidikan. Amalan kepelbagaian jenis kepimpinan akan dianalisis secara kritis dan dibincangkan untuk meningkatkan gaya kepimpinan sedia ada dalam organisasi pendidikan. Hasil analisis akan dikaitkan dengan teori dan konsep kepimpinan organisasi pendidikan. Kursus ini juga membincangkan konsep penting yang bertanggungjawab dan perubahan dalam organisasi pembelajaran, kepimpinan budaya, kepimpinan nilai dan kepimpinan pusat prinsip. Isu dan cabaran yang dihadapi pemimpin dalam membangunkan sumber manusia organisasi akan dibincangkan. Kursus ini menekankan beberapa kajian kes dalam kepimpinan organisasi pendidikan dan menganalisis kepimpinan organisasi di bawah keadaan dan situasi yang berbeza. Akhirnya, kursus ini menilai agenda penyelidikan semasa dalam bidang kepimpinan, dan mengonseptkan topik penyelidikan baru untuk penyelidikan selanjutnya.

*This course focuses on the types of leadership in educational organizations such as school, college, university, state education department and Ministry of Education. It encompasses leadership qualities and characteristics that are appropriate for educational organizations. The practice of different types of leadership will be critically analysed and discussed to improve the existing leadership styles in educational organizations. The outcome of the analysis will be related to the theory and concept of educational organization leadership. This course also discusses important concepts in charge and planned change in a learning organization, cultural leadership, value leadership and principle-central leadership. Issues and challenges facing the leaders in developing organizational human resources will be discussed. This course emphasizes several case studies in educational organization leadership and analyses organizational leadership under different circumstances and situations. Finally, this course evaluates current research agendas in the field of leadership, and conceptualizes new research topics for further research*

**Kaedah Penilaian:** Penilaian Berterusan:100%

**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Adams, D. (2018). *Mastering Theories of Educational Leadership and Management*. Kuala Lumpur: University of Malaya Press.
- Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of Educational Leadership & Management* (3rd ed.). London: SAGE Publication.
- Heffernan, A. (2018). *The Principal and School Improvement: Theorizing Discourse, Policy, and Practice (Educational Leadership Theory)*. Singapore:Springer Nature.
- Northouse, P.N. (2018). *Introduction to Leadership: Concepts and Practice* (4th ed.). London: SAGE Publication.

**PQB7005 Pengurusan Sumber Manusia dalam Pendidikan (3 Kredit)**  
**PQB7005 Human Resource Management in Education (3 Credit)**

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**Sinopsis/Synopsis**

Di antara pendidik-pendidik profesional yang berkhidmat dalam perkhidmatan pendidikan, peranan pengurusan sumber manusia adalah unik. Gerakerja sekolah, berbeza dengan pengurusan perniagaan kerana ia berdasarkan sumber manusia – dilengkapkan terutamanya daripada manusia. Oleh yang demikian, pengurusan sumber manusia merupakan pusat kepada proses pengurusan sekolah awam, universiti dan lain-lain agensi pendidikan. Fokus kursus ini adalah memeriksa strategi jangka panjang di dalam pengurusan sumber manusia untuk membantu menarik, mengekal dan membina individu-individu di dalam sistem persekolahan, universiti dan juga lain-lain agensi pendidikan untuk mencapai matlamat keseluruhan organisasi-organisasi tersebut. Ini disempurnakan melalui sumber manusia/ fungsi individu di dalam meramal keperluan tenaga kerja, latihan, pemilihan, induksi, penilaian, pembangunan, ganjaran,

kawalan, perundingan dan maklumat.

*Among professional educators engaged in the delivery of educational services, the role of the human resource administrator is unique. The work of schools, in contrast to many enterprises is labor intensive – accomplished primarily by people. As a consequence, the administration of human resources is at the heart of the process of managing public schools, universities, and other educational agencies. The focus of this course is an examination of the long-range strategy of human resource management which seeks to help school systems, universities, and other educational agencies attract, retain and develop the kinds of personnel needed to achieve the overall goals of such organizations. This is accomplished through the human resource/personnel functions of forecasting manpower needs, recruitment, selection, induction, appraisal, development, compensation, security, negotiations and information.*

**Kaedah Penilaian:** Penilaian Berterusan: 100%

**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Dessler, G. (2013). *Human Resource Management*( 13<sup>th</sup>.ed.). Essex: Pearson Education Limited.
- Odden, A. R. (2011). *Strategic Management of Human Capital in Education*. New York: Routledge.
- Rebore, R.W.(2009). *Human Resource Administration in Education: A Management Approach*( 8<sup>th</sup>.ed.). Boston: Pearson Education, Inc.

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#### **PQB7006 Seminar Amalan Profesional dalam Pengurusan Pendidikan (3 Kredit)**

**PQB7006 Seminar on Professional Practice in Educational Management (3 Credit)**

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#### **Sinopsis/Synopsis**

Kursus ini bertujuan untuk memperkenal dan membimbing pelajar untuk memahami secara mendalam tentang isu-isu pendidikan di peringkat global dan lokal berkaitan amalan-amalan professional dalam satu daripada aspek pengurusan pendidikan. Pelajar dikehendaki untuk mensintesis dan menganalisis isu-isu yang dikenalpasti berdasarkan model-model dan teori-teori yang relevan terhadap skop kajian. Untuk membuatkannya, pelajar perlu meneliti secara mendalam sebanyak mungkin literatur akademik daripada jurnal-jurnal terkemuka di peringkat global dan lokal dan daripada dapatan-dapatan tesis ijazah kedoktoran dari institusi pengajian tinggi di peringkat global dan lokal tentang satu topik/skop kajian yang perlu dipilih oleh seseorang pelajar. Dalam fasa kedua kursus, pelajar dikehendaki untuk mereka bentuk metodologi kajian dan seterusnya mengendalikan proses pemerhatian untuk memungut data dalam sebuah institusi pilihan mereka dengan memberi fokus kepada amalan-amalan professional di dalam satu jenis isu berkaitan dengan pengurusan pendidikan. Berdasarkan format dan prosedur tugas pemerhatian, pelajar perlu menulis satu laporan dapatan kajian pemerhatian dan membuat pembentangan dapatan mereka bagi memenuhi keperluan penilaian kursus.

*The course aims to introduce and guide students in understanding in details the educational issues at the global and local settings regarding professional practices in one of the aspects of educational planning and administration. Students are required to synthesise and analyse the identified issues based on relevant models and theories on the scope of the study. To do this, they have to review thoroughly academic literatures as many as possible from prominent journals all over the world and research findings from doctoral thesis at the global and local higher education institutions on one topic/scope of a study to be chosen by every individual student. In the second phase of the course, students are required to design the methodology of the study and eventually conduct the observation process of data gathering in one educational institution of their choice focussing on professional practices in one of the types of issues pertaining to educational planning and administration. Based on the existing specified format and procedures of the observation assignment, students are required to write a report of the observation study and do their final presentation of their findings to fulfil the course assessment requirement.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination:40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:****Main References:**

- Durrant, J. (2020). *Teacher Agency, Professional Development and School Improvement*, Routledge.
- Hunzicker, J. (2018). *Teacher Leadership in Professional Development Schools*, Emerald Publishing Limited.
- Burstow, B. (2017). *Effective Teacher Development: Theory and Practice in Professional Learning*, Bloomsbury Publishing.
- Waddell, D., A. Creed, T. G. Cummings and C. G. Worley (2019). *Organisational Change: Development and Transformation*, Cengage Learning Australia.

**PQB7007 Kualiti Pendidikan (3 Kredit)****PQB7007 Quality of Education (3 Credit)****Sinopsis/Synopsis**

Bacaan dan perbincangan yang diarahkan pada teori-teori dan retorik daripada matlamat untuk mencapai standard bertaraf dunia, ranking bertaraf dunia, globalisasi, pengantarabangsaan, keberkesanan organisasi dan kecekapan, pertumbuhan dan kemampanan organisasi pendidikan. Beberapa laporan kebangsaan mengenai pendidikan dan pendidikan perundungan akan dikaji semula untuk memahami keamatan keperluan kepada pendidikan yang berkualiti. Rujukan dan kritikan juga akan berkaitan dengan perniagaan teras yang holistik dan pragmatik sekolah, kolej, dan universiti. Dasar dan kajian yang berkaitan dengan kualiti pendidikan di beberapa peringkat dan komponen akan dimasukkan ke dalam kursus.

*Readings and discussions are directed at the theories and rhetorics of the goal of attaining world class standard, world class ranking, globalization, internationalization, organizational effectiveness and efficiency, growth, and sustainability of educational organizations. Several national reports on education and educational legislations will be reviewed to understand the intensity of requirement on quality education. References and critiques will also relate to the holistic and pragmatic core business of schools, colleges, and universities. Policies and studies related to quality of education at several levels and components will be included in the course.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:****Main References:**

- MaClean, R. (2013). *Achieving quality education for all: Perspectives from the Asia-Pacific Region and Beyond*. Springer: USA.
- UNESCO, World Bank, and OECD Reports for the years 2010-2014
- Frazier, A. (2020). *A Roadmap for Quality Transformation in Education: A Guide for Local Education Reform Leaders*. CRC Press.

**PQB7008 Teknologi Maklumat dalam pengurusan Pendidikan (3 Kredit)****PQB7008 Information Technology in Educational Management (3 Credit)****Sinopsis/Synopsis**

Kursus ini akan menerangkan kepada pelajar tentang peranan pengurus dan pentadbir pendidikan dalam konteks pengurusan teknologi maklumat dalam sistem pendidikan. Contoh-contoh kajian kes tentang proses penyerapan teknologi maklumat dalam pengurusan institusi-institusi pendidikan di dalam dan luar negara akan dibincangkan dan diterangkan. Tujuan kursus ini adalah untuk mengkaji pembangunan bidang teknologi maklumat yang penting dalam pengurusan sekolah. Di antara topik-topik yang akan difokuskan adalah teknologi maklumat dalam pengurusan pendidikan sebagai sub-sistem, memaksimakan potensi teknologi maklumat untuk pengurusan pendidikan, menyusun teori-teori dan praktis untuk asimilasi teknologi maklumat di sekolah-sekolah, dan kes-kes penyerapan teknologi maklumat dalam pengurusan

sekolah serta pengalaman daripada luar negara.

*This course will explain to students about the role of managers and administrators in the context of information technology management in the education system. Examples of case studies on the absorption of information technology in the management of educational institutions at home and abroad will be discussed and explained. The purpose of this course is to study the development of important information technology fields in school management. Among the topics to be focused are the information technology in education management as a sub-system, maximizing the potential of information technology for educational management, structuring and practicing for information technology assimilation in schools, and cases of information technology absorption in school management and experience from abroad.*

**Kaedah Penilaian:** Penilaian Berterusan:100%

**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Tripathi, H. (2020). *Educational Technology and ICT In Education*. India: Red'shine Publication. Pvt
- Auer, M.E., & Tsatsos, T. (2019). *The Challenges of the Digital Transformation in Education*. Switzerland: Springer Publication.
- Spector, Ermolayev, V., Carmen Suárez-Figueroa,M., Yakovyna,V., Mayr,H.C., Nikitchenko,M.,&Spivakovsky, A. (2019). *Information and Communication Technologies in Education, Research, and Industrial Applications*.Springer International Publishing.
- Visvizi,A., Lytras,M.D., &Sarirete, A . (2019). *Management and Administration of Higher Education Institutions in Times of Change*. UK: Emerald Publication.

**PQB7009 Perancangan dan Pengurusan Program Pembangunan Staf (3 Kredit)**

**PQB7009 Planning and Management of Staff Development Programmes (3 Credit)**

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### **Sinopsis/Synopsis**

Kursus ini akan memberi fokus kepada pengetahuan dan mendedahkan pendekatan / strategi terkini dalam merancang, melaksanakan, memantau dan menilai program pembangunan kakitangan profesional. Bahagian pertama kursus ini akan memberi tumpuan kepada konsep, model dan teori pembangunan kakitangan yang telah digunakan di seluruh dunia dan menilai kekuatan dan kelemahan mereka. Bahagian kedua kursus ini akan memberi tumpuan kepada tanggungjawab pemimpin sekolah dalam merancang program pembangunan profesional secara profesional, berstruktur dan secara sistematis. Aspek yang akan dibincangkan termasuk analisis keperluan latihan, perancangan dan pelaksanaan program pembangunan kakitangan profesional, pemantauan dan penilaian serta amalan mentor. Pada fasa ini, para pelajar akan diberi peluang untuk mempelajari pendekatan yang berbeza dalam merancang dan mengurus program pembangunan kakitangan profesional. Bahagian ketiga kursus ini memerlukan pelajar merancang dan mempersebahkan cetak biru untuk menganjurkan program pembangunan kakitangan di tempat kerja masing-masing. Pelbagai konsep, model dan teori akan dipelajari sebelum menghubungkan mereka dengan situasi semasa di Malaysia. Semua ini akan membolehkan konstituen memimpin inovasi untuk meningkatkan program pembangunan profesional strategik untuk kakitangan ke arah mewujudkan kesan organisasi berprestasi tinggi.

*This course will focus on imparting knowledge and exposing the latest approaches/strategies in planning, implementing, monitoring and evaluating professional staff development programmes. The first part of the course will focus on the concept, models and theories of staff development which have been utilised all over the world and assess their strengths and weaknesses. The second part of the course will focus on the responsibility of school leaders in planning professional development programmes in a professional, structured and systematic manner. Aspects that will be discussed include training needs analysis, designing and implementing professional staff development programmes, monitoring and evaluation and also the mentoring practices. In this phase, students will be given the opportunity to learn different approaches in planning and managing professional staff development programmes. The third part of the course will require students to design and present a blue print for organizing a staff development programme at their respective workplaces. Various concepts, models and theories will be learned before relating them to the current situation in Malaysia. All these will enable the constituents to lead innovation for enhancing strategic professional development programmes for staff towards creating the impact of a high performing*

organization.

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Mohammed Sani Ibrahim, Ahmad Zabidi Abdul Razak & Husaina Banu Kenyathulla. (2015) *Strategi Implementasi Pelan Pembangunan Pendidikan Malaysia*. Penerbit Universiti Malaya.
- Harris, P. R. (2013). *Developing High Performance Leaders*. London: Routledge.
- Dimmock, C. (2012). *Leadership, Capacity Building and School Improvement: Concepts, Themes and Impact*. London: Routledge.

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**PQB7010 Pengurusan Dasar Strategik dalam Pendidikan (3 Kredit)**  
**PQB7010 Management of Strategic Policy in Education (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memfokus kepada analisis dan pengurusan dasar pendidikan, terutamanya dasar makro strategik. Ianya membincangkan konsep, teori, kaedah analisis dasar dan proses kitaran dasar. Pelajar didedahkan dengan pelbagai pendekatan pengurusan untuk mengurus dasar pendidikan dengan keutamaan diberi kepada pengurusan strategik. Dasar pendidikan strategik dianalisis dengan menggunakan model pengurusan strategik. Pelajar perlu menganalisis dasar pendidikan tertentu dengan menggunakan model pengurusan strategik.

*This course focuses on analysis and management of education policies, particularly strategic macro policies that deal with social, economic, and technological development. It discusses concepts, theories, methods of policy analysis, and policy cycle process. Students are exposed to various management approaches to manage education policies, with particular emphasis on strategic management. Strategic education policies are analysed using strategic management models. Students are required to analyse specific education policies using policy analytic tools and strategic management models.*

**Kaedah Penilaian:** Penilaian Berterusan: 100%

**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Abd Rahman Idris, Hussein Haji Ahmad, Sufean Hussin, Simin Ghavifekr,& Mohammed Sani Ibrahim.(2014). *Analisis Strategik Dasar Pendidikan*. Kuala Lumpur: Penerbit UM.
- Ministry of Education Malaysia .(2013). *Malaysian Education Blueprint 2013-2025*. Putrajaya: The Ministry.
- Mohd Yusoff Mohd Nor & Sufean Hussin (2013). *Demokrasi Pendidikan: Dilema Sekolah Kecil dan Berpusat*. Kuala Lumpur: Penerbit UM.

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**PQB7011 Perancangan Kewangan dan Ekonomi Pendidikan (3 Kredit)**  
**PQB7011 Financial Planning and Economics of Education (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini tertumpu kepada perancangan kewangan dan pendidikan ekonomi pada peringkat mikro dan makro. Pada peringkat makro, tumpuan kepada hasil dan perbelanjaan kerajaan, trend dalam perbelanjaan pendidikan serta penawaran dan permintaan untuk pendidikan, konsep modal insan serta pelaburan dalam pendidikan, analisis terhadap kos-faedah dan kos-keberkesanan, pendidikan dan pertumbuhan ekonomi, fungsi pengeluaran, analisis terhadap pembayaran dan peruntukan pendapatan, perancangan tenaga manusia serta permintaan serta penawaran untuk guru.Pada peringkat mikro pula berkaitan dengan pembiayaan pendidikan dan kewangan sekolah yang melibatkan sistem bajet, peruntukan kewangan,

tatacara kewangan and pinjaman serta sistem geran.

*This course will focus on the financial planning and economics of education at macro and micro level. The topics to be discussed at the macro level include government revenues and expenditure in education, trend in educational expenditures, demand and supply for education, human capital concepts and investment in human capital, cost-benefit and cost effectiveness analysis in education, education and economic growths, education production function, analysis of earning and income distribution, and manpower planning and supply and demand for teachers. At the micro level, aspects related to financing education and school finances which include school budgeting system, financial allocation, financial procedures and loan and grant system will be discussed in detail.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan Akhir: 40%

**Assessment Method:** Continuous Assessment: 60%, Final Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Brewer, D. J. & Picus, L.O. (2014). *Encyclopedia of Education Economics and Finance*. Sage Publications: Singapore
- Brewer, Dominic & McEwan, P.J. (2010) *Economics of Education*. New York: Elsevier
- Shahril@Charil Marzuki (2008). *Dasar kewangan pendidikan*. Kuala Lumpur: PTS Publication & Distributors.

#### **POF7006 Perundangan Pendidikan(3 Kredit)**

**POF7006 Educational Law(3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk memperkenal pelajar kepada sistem perundangan Malaysia dan impaknya terhadap pembangunan sistem pendidikan Negara. Prinsip-prinsip perundangan semasa yang masih diaplิกasikan di dalam situasi tertentu akan dibincangkan seperti undang-undang kontrak dan tort. Kursus ini akan juga menggunakan pendekatan analisis secara komparatif terhadap beberapa kes perundingan daripada Malaysia dan luar Negara yang akan dibincangkan secara kritikal oleh para pelajar.

*The purpose of this course is to introduce the students to the Malaysian legal system and its impact on the development of the education system. Legal principles that are currently applied in certain situation will be discussed such as law of contract and the law of tort. This course will also use comparative analysis approaches to some legal cases from Malaysia and other countries, which will be discussed critically by all students.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan Akhir: 30%

**Assessment Method:** Continuous Assessment: 70%, Final Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Imber & van .G.(2014). *Education Law*. Routledge; UK.
- Dayton. (2012). *Education Law: Principles, Policies and Practice*. Wisdom Builder Press; USA.
- Akta Pendidikan .(1961). *Kuala Lumpur: Published by The Commissioner of Law Revision, Malaysia Under the Authority of the Revision of Law Act 1968 (2012)*

#### **POG7004 Pengurusan Kurikulum (3 Kredit)**

**POG7004 Curriculum Management (3 Credit)**

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**Sinopsis/Synopsis**

Kursus direkabentuk bagi memperkenalkan pelajar kepada proses pelaksanaan kurikulum, asas teori yang

digunakan, masalah yang mungkin dan juga biasa dihadapi dan strategi serta pendekatan yang boleh digunakan bagi menyelesaikan masalah dan membolehkan pelaksanaan berjalan lancar.. Antara tajuk yang dibincangkan ialah kes-kes pelaksanaan dalam pelbagai senario perubahan kurikulum, teori dalam perancangan sebagai landasan menentukan strategi pelaksanaan, faktor dalam masalah pelaksanaan kurikulum, langkah dalam menetukan pendekatan yang efektif dalam mengatasi masalah pelaksanaan, sumber data dan pencerakinannya dalam membantu proses pelaksanaan, dan perkembangan professional serta arah aliran dalam pelaksanaan kurikulum dimasa akan datang.

*This course is designed to introduced to students about processes of curriculum implementation, basic theory used, problem faced and strategy and approach used to solved problems and smoothen the implementation. Topics discuss are implementation cases in different changes in curriculum scenario, implementation theories as basis to decide implementation strategy, problems factors in implementation curriculum, steps in deciding effective approach to solve implementation problems, data resources and development in implementation processes and professional development and flow in implementing future curriculum.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan Akhir: 30%

**Assessment Method:** Continuous Assessment: 70%, Final Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Saedah Siraj (Ed). (2000). *Perkembangan kurikulum: Teori dan amalan*. Kuala Lumpur: Alam Pintar Entp.
- Sowell, E. J. (2000) .*Curriculum: An integrative introduction*. Upper Saddle River: Merill.
- Wiles, J. & Bondi, J. (1998). *Curriculum Development: A guide to practice*. Upper Saddle River: Merill.

#### **PQX7002 Projek Penyelidikan (12 Kredit)**

#### **PQX7002 Research Project (12 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konspetual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan ulasan literature dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Pelajar akan di selia oleh seorang penyelia sepanjang proses ini. Satu laporan penyelidikan akan di serahkan untuk penilaian.

*This course requires the student to formulate a research problem and the related conceptual / theoretical frameworks in any relevant field for the programme registered for and carry out the research coherently. Students would conduct a comprehensive review of the relevant literature, and use appropriate methods of data collection and analysis. Students would be supervised by a lecturer throughout the process. A research report will be submitted for examination.*

**Kaedah Penilaian:** Penilaian Berterusan: Gred Akhir Diberi

**Assessment Method:** Continuous Assessment: A final grade is given

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education. 9<sup>th</sup> Edition*. New York: McGraw Hill, Inc.
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts*. Routledge.
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches*: International Edition (3rd Edition). Pearson

**JABATAN PSIKOLOGI PENDIDIKAN DAN KAUNSELING**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING**

**SARJANA PENDIDIKAN SECARA KERJA KURSUS**  
**MASTER OF EDUCATION BY COURSEWORK**

Program Programme	: Sarjana Kaunseling Profesional <i>Master of Professional Counseling</i>
Kod Program Programme Code	: PQA
Mod Program Programme Mode	: Kerja Kursus <i>Coursework</i>

**KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019**  
**UNIVERSITY MALAYA (MASTER'S DEGREE) RULES 2019**

**1. Jenis Program/ Programme Type**

Ini merupakan program secara Kerja Kursus, iaitu program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan

*This is a programme by coursework, which involves lectures and the production of a Research Report*

**2. Syarat Kemasukan/ Admission Requirements**

Kelayakan masuk untuk mengikuti program Sarjana Kaunseling Profesional adalah seperti berikut:  
*Admission requirements for the Master of Professional Counselling programme is as follows:*

- i. Ijazah Sarjana Muda Kaunseling dengan PNGK 3.00 atau setaraf; **ATAU**  
*A Bachelor of Counseling degree with CGPA of 3.00 or equivalent; OR*
- ii. Ijazah Sarjana Muda dari apa jua disiplin sains sosial dengan PNGK 3.00 atau setaraf;  
**DAN**  
*A Bachelor Degree in any discipline of Social Sciences with a CGPA of 3.0 or equivalent; AND*
- a. Pengalaman kerja dalam bidang perhubungan membantu; **ATAU**  
*Working experience in the field of helping relationship; OR*
- b. Kelayakan profesional dari badan profesional yang diiktiraf; **ATAU**  
*A professional qualification from recognised professional bodies; OR*
- c. Kelayakan lain diiktiraf setaraf dengannya dan diluluskan Senat dari semasa ke semasa. ;  
*Qualifications are recognized as equivalent and approved by the Senate from time to time.*

**ATAU/OR**

- iii. Ijazah Sarjana Muda Kaunseling dengan PNGK 2.70 hingga 2.99 atau setaraf  
*A Bachelor of Counselling Degree with CGPA of 2.70 to 2.99 or equivalent*

**DAN/AND**

Memenuhi sekurang-kurang satu (1) daripada kriteria berikut:  
*Fulfilled at least one (1) of the criteria as below:*

- a. Graduan UM, atau  
*UM Graduates, or*

- b. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau  
*At least one (1) year experience in related field, or*
  - c. Merupakan penerima biasiswa, atau  
*A sponsorship holder, or*
  - d. Merupakan kakitangan agensi kerajaan;  
*A government servant;*
- iv. Keperluan Khas Program  
Lulus Penilaian Khas PTJ

Program Special Requirement  
*Passed Special Assessment by RoC.*

**Pemohon Bukan Warganegara / International Applicant**

Memenuhi mana-mana kelulusan seperti yang dinyatakan di atas  
*Fulfilled any qualification as mention above*

dan / and

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:

*Obtained one (1) of the English proficiency examinations as specified below:*

- (i) Memperolehi skor minimum band 5.5 bagi *International English Language Testing System (IELTS) (Academic)*.  
*Obtain a minimum score of band 5.5 in the International English Language Testing System (IELTS) (Academic)*

atau / or

- (ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).

*Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).*

atau/ or

- (iii) Memperolehi skor minimum 42 Pearson Test of Academic English (PTE Academic)  
*Obtain a minimum score of 42 Pearson Test of Academic English (PTE Academic)*

atau/ or

- (iv) Memperolehi minimum gred C bagi subjek Bahasa Inggeris General Certificate of Education (A-Level);  
*Obtain a minimum Grade C for the English Language subject General Certificate of Education (A-Level);*

atau/ or

- (v) Memperolehi minimum gred C Cambridge English: First (FCE)  
*Obtain a minimum Grade C for the Cambridge English: First (FCE)*

atau/ or

- (vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)  
*Obtain a minimum Grade C for Cambridge English: Advance (CAE)*

atau/ or

- (vi) Memperolehi minimum gred C Cambridge English: Proficiency (CPE)  
*Obtain a minimum Grade C for Cambridge English: Proficiency (CPE)*

atau/ or

- (vii) Memperolehi minimum band 4 Malaysian University English Test (MUET)  
*Obtain a minimum band 4 Malaysian University English Test (MUET)*

### **3. Tempoh Pengajian/ Duration of study**

Tempoh Minimum	: 4 Semester Biasa
Tempoh Maksimum	: 8 Semester Biasa
<i>Minimum Duration</i>	: 4 Regular Semesters
<i>Maximum Duration</i>	: 8 Regular Semesters

### **4. Matlamat Program/ Programme Aim**

Untuk menghasilkan warga kaunselor yang dinamik dan reflektif yang berupaya memantau dan memperbaiki amalan profesional serta boleh mengaplikasi pengetahuan, kemahiran dan pendekatan praktikal kaunseling untuk menyelesaikan masalah yang berkaitan dengan bidang kaunseling dan kesihatan mental dalam agensi komuniti dan sosial; sektor kerajaan atau persendirian; pusat kaunseling universiti dan kolej; agensi atau institusi yang memberikan perkhidmatan kaunseling individu, perkahwinan dan keluarga, perkhidmatan perancangan dan penempatan kerjaya; hospital; seting perniagaan, dan lain-lain agensi kesihatan mental berkaitan.

*To produce dynamic and reflective counselors capable of monitoring and improving professional counseling practice and able to apply practical counseling knowledge, skills and approaches to resolve issues related to counseling and mental health in community and social agencies; government and private sectors; university and college counseling centers; agencies and institutions that provide marriage and family counseling services, career planning and placement services centers; hospitals; business settings and other related mental health agencies.*

### **5. Objektif Pendidikan Program/ Programme Educational Objectives**

PEO1

Untuk melahirkan pengamal kaunseling profesional yang mempunyai pengetahuan lanjutan, kemahiran praktikal, dan berkebolehan menggunakan teknik numerikal dan teknologi digital dalam bidang kaunseling dan psikologi

PEO2

Untuk melahirkan pengamal kaunseling yang berkebolehan memimpin secara autonomi, berkomunikasi dan berinteraksi dengan pemegang taruh dalaman dan luaran dalam membina amalan inovatif yang berkaitan dengan kaunseling, psikologi dan pembangunan manusia

PEO3

Untuk melahirkan pengamal kaunseling yang memegang teguh amalan profesional dan etika dalam kaunseling dan mempertahankan integriti profesion sepanjang masa.

PEO4

Untuk melahirkan pengamal kaunseling yang memiliki sikap positif, minda keusahawanan dan amalan lestari dalam memajukan kerjaya dan profesi mereka.

## 6. Hasil Pembelajaran Program/ Programme Learning Outcomes

Di akhir program, pelajar dapat:

*At the end of the programme, students will be able to:*

Domain MQF	Hasil Pembelajaran Program (Programme Learning Outcome)
PLO1	Menganalisa dan mensintesis secara kritis pengetahuan lanjutan dan ilmu yang timbul dari penyelidikan yang berkaitan kaunseling dalam menghadapi cabaran profesi kaunseling <i>Critically analyse and synthesise advanced knowledge and those emerging from research that are related to counselling in meeting the challenges of the counselling profession.</i>
PLO2	Menilai isu dan keperluan baharu yang muncul dalam bidang kaunseling dan menyelesaikannya secara inovatif dengan mempamerkan kesarjanaan pengetahuan dan memasukkan teknik analisis dan numerasi lanjutan. <i>Evaluate emerging issues and needs in the counselling field innovatively and solve these issues by demonstrating mastery of knowledge and incorporating advanced analytical and numerical techniques.</i>
PLO3	Menyusun dan menerapkan ilmu dan kemahiran kaunseling dengan menggunakan pelbagai teknik termasuk teknologi digital bagi memperkuatkan pengetahuan dan amalan perkhidmatan kaunseling <i>Organise and apply the knowledge and skills of counselling by employing various techniques, including digital technology to strengthen the knowledge and practices of counselling services.</i>
PLO4	Mengamalkan gaya kepimpinan yang sesuai, mempamerkan sikap tanggungjawab serta dapat bekerjasama secara berkesan dengan pelbagai pihak dalam melaksanakan perkhidmatan kaunseling. <i>Practice suitable leadership skills, demonstrate accountability and cooperate effectively with various parties in implementing counselling services.</i>
PLO5	Memberikan komitmen untuk melaksanakan tugas sama ada secara individu atau berpasukan/berkelompok dengan menggunakan kemahiran komunikasi dan interpersonal yang baik dalam semua seting kaunseling <i>Commit to delivering tasks either individually or through teams/groups with good communication and interpersonal skills in all counselling settings.</i>
PLO6	Menegakkan profesionalisme dan etika untuk memenuhi piawai etika kaunseling profesional dalam meningkatkan imej profesion pada setiap masa <i>Uphold professionalism and ethics to fulfil professional counselling standards in enhancing the image of the profession at all times.</i>
PLO7	Mempamerkan sikap dan komitmen yang positif dalam pembelajaran sepanjang hayat dengan menggabungkan minda keusahawanan bagi memenuhi perkembangan bidang kaunseling dan kemajuan profesional. <i>Exhibit positive attitude and commitment to life-long learning by integrating entrepreneurial mind set in response to the developing world of counselling and professional advancement.</i>

## 7. Struktur Program/ Programme Structure

Program Sarjana Kaunseling Profesional ini adalah berasaskan kepada pendekatan bersepadu dalam bidang kaunseling. Program ini menawarkan ilmu akademik dan latihan ikhtisas dalam bidang kaunseling bagi menyiapkan pelajar dengan kemahiran asas kaunseling dan melayakkan mereka menjadi seorang pengamal dalam bidang tersebut dengan pengiktirafan daripada Lembaga Kaunselor Malaysia. Kandungan kurikulum direka bentuk berasaskan perkembangan ilmu psikologi daripada perspektif perkhidmatan dan penasihat sejarah dengan etika profesional dan pengalaman kaunseling kebangsaan dan antarabangsa.

*This Master of Professional Counselling programme is based on an integrated approach in the field of counseling. The program offers academic and professional counseling in the field of counseling to equip students with basic counseling skills and qualify them to become practitioners in the field with the recognition of the Malaysian Board of Counselors. Curriculum content is designed based on the*

*development of psychology from the perspective of services and counseling in line with professional ethics and national and international counseling experience.*

Program ini merangkumi Lima Puluh Tujuh (57) kredit yang melibatkan aktiviti pengajaran, pembentangan seminar, latihan profesional, dan laporan penyelidikan.

*The program includes Fifty-Seven (57) credits namely teaching activities, seminar presentations, professional training, and research reports.*

Program ini disusun mengikut dua (2) komponen utama iaitu Empat Puluh Dua (42) kredit bagi Kursus Teras dan Tiga (3) kredit Kursus Elektif. Jumlah kredit adalah bagi memastikan semua komponen kursus yang ditetapkan dalam Piawaian dan Kelayakan Latihan Kaunselor dipatuhi.

*The programme is organised into two (2) main components which comprises Forty-two (42) credit of the Core Course and the three (3) credit of the Elective Course. The credit amount is to ensure that all components of the course specified in the Counselor Training Standards and Qualification are met.*

### **Kursus Teras Fakulti (Wajib)**

#### **Faculty Core Courses (Compulsory)**

POX 7001	Kaedah Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>	3 kredit <i>credits</i>
POX 7003	Analisis Data Kuantitatif dan Kualitatif <i>Quantitative and Qualitative Data Analysis</i>	3 kredit <i>credits</i>
PQA 7002	Teori Perkembangan Kerjaya <i>Career Development Theories</i>	3 kredit <i>credits</i>
PQA 7003	Isu Profesional dan Etika dalam Kaunseling <i>Professional and Ethical Issues in Counseling</i>	3 kredit <i>credits</i>
PQA 7004	Teknik Kaunseling <i>Counseling Techniques</i>	3 kredit <i>credits</i>
PQA 7005	Amalan Kaunseling Kerjaya <i>Career Counseling Practice</i>	3 kredit <i>credits</i>
PQA 7006	Pentaksiran dalam Perkhidmatan Kaunseling <i>Assessment in the Counseling Service</i>	3 kredit <i>credits</i>
PQA 7008	Kaunseling Pelbagai Budaya <i>Multicultural Counseling</i>	3 kredit <i>credits</i>
PQA 7009	Kaunseling Kelompok <i>Group Counseling</i>	3 kredit <i>credits</i>
PQA 7010	Praktikum Kaunseling <i>Counseling Practicum</i>	3 kredit <i>credits</i>
PQA 7015	Internship <i>Internship</i>	6 kredit <i>credits</i>
PQA 7019	Teori Kaunseling <i>Counseling Theories</i>	3 kredit <i>credits</i>
PON 7002	Perkembangan Sepanjang Hayat <i>Lifespan Development</i>	3 kredit <i>credits</i>

### **Kursus Elektif (Pilih Satu)**

#### **Elective Courses (Select One)**

PQA 7007	Psikopatologi <i>Psychopathology</i>	3 kredit <i>credits</i>
PQA 7016	Intervensi Krisis <i>Crisis Intervention</i>	3 kredit <i>credits</i>
PQA 7017	Kaunseling Rehabilitasi <i>Rehabilitaion Counseling</i>	3 kredit <i>credits</i>
PQA 7018	Kaunseling di Institut Pengajian Tinggi <i>Counseling in Higher Education Institution</i>	3 kredit <i>credits</i>
PQA 7020	Kaunseling Perkahwinan dan Keluarga <i>Marriage and Family Counseling</i>	3 kredit <i>credits</i>

### **Projek Penyelidikan**

PQX 7002	Projek Penyelidikan <i>Research Project</i>	12 kredit <i>credits</i>
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**SARJANA KAUNSELING PROFESSIONAL**  
**SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)**  
**MASTER OF PROFESSIONAL COUNSELLING**  
**LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)**

KOMPONEN/ COMPONENT	SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		JUMLAH KREDIT/ TOTAL CREDIT
	MATA PELAJARAN/ SUBJECT	KREDIT/ CREDIT	MATA PELAJARAN/ SUBJECT	KREDIT/ CREDIT	MATA PELAJARAN/ SUBJECT	KREDIT/ CREDIT	MATA PELAJARAN/ SUBJECT	KREDIT / CREDIT	
Kursus Teras (Wajib) <i>Core Courses (Compulsory)</i>	POX 7001 Penyelidikan dalam Pendidikan <i>Research Methods in Education</i>	3	POX 7003 Analisis Data Kuantitatif dan Kualitatif <i>Quantitative and Qualitative Data Analysis</i>	3					6
	PQA 7019 Teori Kaunseling <i>Counseling Theories</i>	3	PQA 7004 Teknik Kaunseling <i>Counseling Techniques</i>	3	PQA7003 Isu Profesional dan Etika dalam Kaunseling <i>Professional and Ethical Issues in Counseling</i>	3	PQA 7015 Internship <i>Internship</i>	6	36
	PQA 7002 Teori Perkembangan Kerjaya <i>Career Development Theories</i>	3	PQA 7005 Amalan Kaunseling Kerjaya <i>Career Counseling Practices</i>	3	PQA 7008 Kaunseling Pelbagai Budaya <i>Multicultural Counseling</i>	3			
	PON 7002 Perkembangan Sepanjang Hayat <i>Lifespan Development</i>	3	PQA 7006 Pentaksiran dalam Perkhidmatan Kaunseling <i>Assessment in the Counseling Service</i>	3	PQA7010 Praktikum Kaunseling <i>Counseling Practicum</i>	3			
			PQA 7009 Kaunseling Kelompok Group <i>Counseling</i>	3					
Kursus Elektif (Pilih Satu) <i>Elective Courses (Select One)</i>			PQA 7018 Kaunseling di Institut Pengajian Tinggi <i>Counseling in Higher Education Institution</i>	3	PQA7007 Psikopatologi <i>Psychopathology</i>	3			3
			PQA7016 Intervensi Krisis <i>Crisis Intervention</i>	3	PQA 7020 Kaunseling Perkahwinan dan Keluarga <i>Marriage and Family Counseling</i>	3			
					PQA7017 Kaunseling Rehabilitasi <i>Rehabilitation Counseling</i>	3			
Projek Penyelidikan <i>Research</i>					PQX 7002 Projek Penyelidikan	6	PQX 7002 Projek Penyelidikan	6	12

<i>Project</i>					(P1) Research Project (P1)		(P2) Research Project (P2)		
<b>Jumlah Kredit Total Credit</b>		<b>12</b>		<b>15</b>		<b>18</b>		<b>12</b>	<b>57</b>

**JUMLAH KREDIT KESELURUHAN: 57 Kredit**  
**OVERALL TOTAL CREDIT: 57 Credit**

**PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 /  
UNIVERSITI MALAYA (MASTER'S DEGREE) REGULATIONS 2019**

**1. Pendaftaran Kursus / Course registration**

- (1) Pendaftaran kursus hendaklah dilakukan sebelum permulaan semester di mana calon telah ditawarkan kemasukan ke program pengajian tersebut'  
*Course registration must be completed before the commencement of the semester in which the candidate has been offered admission into the said programme of study.*
- (2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukkan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.  
*The candidate must register for at least three (3) credit, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.*

**2. Penyeliaan / Supervision**

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.  
*Appointment of supervisor must be done no later than the first semester of study.*

**3. Ketetapan Bidang Penyelidikan / Determination of Research Areas**

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.  
*Determination of the research area must be carried out before the candidate begins his or her research.*

**4. Laporan Penyelidikan / Research Report**

- (1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.  
*The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination.*
- (2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.  
*The candidate shall submit his/her research report for examination within the candidacy period.*
- (3) Calon dikehendaki menyerahkan borang kelulusan tajuk FP44/2007 dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi Kertas Projek/ Laporan penyelidikan.  
*Candidates are required to submit FP 44/2007 Form and get an approval from the faculty before register for Project Paper/ Research Report.*
- (4) Bagi calon yang belum menghabiskan kursus teras dan kursus elektif perlu melengkapkan kursus-kursus tersebut sebelum pendaftaran Kertas Projek/ Laporan penyelidikan.  
*Candidate are required to finished all courses before register for Project Paper/ Research Report.*

- (5) Calon perlu mendaftar kursus PROGRESIF 1 dan PROGRESIF 2 bagi DUA (2) SEMESTER BERTURUT-TURUT dan membuat rujukan bersama penyelia setiap progres Kertas Projek/ Laporan penyelidikan yang dijalankan.  
*Candidates who have registered for Project Paper/ Research Report are required to register Progresive Course for two (2) consecutive semesters and always discuss with the appointed supervisor.*

## SINOPSIS KURSUS / COURSE SYNOPSIS

### **POX7001 Kaedah Penyelidikan dalam Pendidikan (3 Kredit)** **POX7001 Research Methods in Education (3 Credit)**

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#### **Sinopsis/Synopsis**

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.

*Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.*

**Kaedah Penilaian:** Penilaian Berterusan: 70%, Peperiksaan: 30%

**Assessment Method:** Continuous Assessment: 70%, Examination: 30%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

#### **Rujukan Utama:**

#### **Main References:**

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. 10th Edition. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis*. Kuala Lumpur: Faculty of Education, Universiti Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

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**POX7003 Analisis Data Kuantitatif dan Kualitatif (3 Kredit)**  
**POX7003 Quantitative and Qualitative Data Analysis (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugas praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitatif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

*This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcribing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting educational research.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Chua, Y. P. (2020). *Mastering research statistics*. 2nd edition. Kuala Lumpur. McGraw-Hill.
- Chua, Y. P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative data analysis with ATLAS.ti*. London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative data analysis: A methods sourcebook*. 4th edition. Los Angeles: Sage Publications.

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**PQA7002 Teori Perkembangan Kerjaya (3 Kredit)**  
**PQA7002 Career Development Theories (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan membolehkan pelajar mengintegrasikan pengetahuan teori-teori perkembangan kerjaya kedalam perkhidmatan kaunseling kerjaya. Pelajar akan dapat menganalisa corak perkembangan kerjaya klien dan memahami isu-isu yang timbul serta cabaran yang dihadapi oleh klien dalam proses pemilihan dan perkembangan kerjaya. Berlandaskan teori-teori kerjaya yang diketengahkan, pelajar akan dapat mempersiapkan diri untuk mengendalikan sesi kaunseling kerjaya yang lebih berstruktur, berkesan dan profesional.

*This course aims to enable students to integrate the knowledge on theories of career development into the career counseling service. Students will be able to analyse clients' career development pattern and understand emerging issues and challenges face by the clients in the process of career selection and career development. Based on the selected career theories, students will be able to prepare themselves to conduct more structured, effective and professional career counseling sessions.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Brown, S. D. & Lent, W. L. (2020). *Career development and counseling: Putting theory and research to work* (3rd Edition). John Wiley & Sons
- Saviskas, M. L. (2018). *Career counseling* (2nd Edition). American Psychological Association.
- Sulaiman, H., Melati Sumari, M., Khalid. N. M., & A. Razak. N.A (2021). *Perkembangan, perancangan dan maklumat kerjaya*. KL: Penerbit Universiti Malaya.

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**PON7002 Perkembangan Sepanjang Hayat (3 Kredit)**  
**PON7002 Lifespan Development (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memberi pelajar asas pengetahuan mengenai perkembangan manusia dalam setiap perkembangan dalam kehidupan. Ia juga membezakan pelbagai jenis teori dan membuat perkaitan antara satu sama lain.

*This course gives an input on the system of organizing and analyzing different people in different stages of human development. Discussion will also include the concept and theories of human development.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination:40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Baranovich, D. (2017). *Understanding and mentoring the hurt teenager*. Partridge Publishing, Singapore.
- Baranovich, D. (2019). *Child-centered filial play skills: Bonding through play a manual for mental health professionals, parents and caregivers of hurt children*. Malaysia: Pearson Publications.
- Boyd, B., & Bee, H. L. (2019). *Lifespan development* (2<sup>nd</sup> Ed.). USA: Test Bank.
- Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective* (2nd Ed.). USA: Creative Commons.
- Laura, E. B. (2017). *Exploring lifespan development* (7th Ed.). USA: Pearson.
- Santrock, J. W. (2021). *Life span development* (18<sup>th</sup> Ed.). USA: Mc Graw Hill.

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**PQA7003 Isu Profesional dan Etika dalam Kaunseling (3 Kredit)**  
**PQA7003 Professional and Ethical Issues in Counseling (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memperkenalkan kepada pelajar tentang Kod Etika Kaunselor (Lembaga Kaunselor Malaysia) yang menjadi garispanduan dalam pelaksanaan kaunseling secara beretika dan profesional di Malaysia dan juga ACA Code of Ethics (American Counseling Association). Isu-isu semasa berkaitan etika dalam profesyen kaunseling akan dibincangkan dan pelajar akan dilatih untuk mengenalpasti dan menyelesaikan isu-isu berkaitan amalan piawai dan etika kaunseling secara profesional.

*This course introduce to the students the Counselor Code of Ethics (Malaysian Board of Counselors) which act as the guidelines in conducting ethical and professional counseling in Malaysia and also the ACA Code of Ethics (American Counseling Association). The current issues related to ethics in the counseling profession will be discussed and students will be trained to identify and solve issues related to the practice of standard and ethics of counseling professionally.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination:40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Corey, G., Corey, M. S., & Corey, C. (2018). *Issues and ethics in the helping professions* (10<sup>th</sup> Edition). Cengage Learning, Inc.
- Finlay, L. (2019). *Practical ethics in counseling and psychotherapy: A relational approach*, London, Sage.
- Pope, K. S., & Vasquez, M. J. (2017). *Ethics in psychotherapy and counseling: A practical guide* (5<sup>th</sup> Edition). San Francisco; Jossey-Bass.
- Rafidah Aga Mohd Jaladin & Lau, P. L. (2013). *Isu profesional dan etika dalam kaunseling dan psikoterapi*. Kuala Lumpur: Penerbit UM.

**PQA7004 Teknik Kaunseling (3 Kredit)**

**PQA7004 Counseling Techniques (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk melatih pelajar menjalankan sesi kaunseling secara berkesan menggunakan asas-asas kaunseling individu dan kemahiran komunikasi terapeutik. Pelajar akan menjalankan latihan amali kaunseling individu berlandaskan proses-proses kaunseling yang sebenar dan menyesuaikan teknik dan teori dalam usaha menyelesaikan masalah klien. Melalui pengalaman menjalankan sesi kaunseling individu, pelajar akan dapat mengenalpasti dan memformulasikan pendekatan peribadi dan teknik untuk menjadi seorang kaunselor yang profesional dan berkesan.

*This course aims to train students in conducting effective counseling sessions using the basics of individual counseling and therapeutic communication skills. Students will conduct practical individual counseling sessions based on the actual counseling process and accommodate various techniques and theories in the attempt to solve clients problems. Through this experience of individual counseling sessions, student will be able to identify and formulate personal approaches and techniques in becoming a professional and effective counselor.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination:40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Cormier, S., Nurius, P.S. & Osborn C.J. (2017). *Interviewing and change strategies for helpers* (8<sup>th</sup> edition). Cengage Learning.
- Hill, C. E. (2020). *Helping skills: Facilitating exploration, insight, and action* (4th Edition). American Psychological Association.
- Melati Sumari, Ida Hartina Ahmed Tharbe, Norfaezah Md Khalid & Azmawaty Mohamad Nor. (2014). *Teori kaunseling dan psikoterapi*. Kuala Lumpur: Penerbit Universiti Malaya.
- Stafford, M.R. & Bond, T. (2020). *Counseling skills in action* (5th Edition). London: Sage Publishing.

**PQA7005 Amalan Kaunseling Kerjaya (3 Kredit)**

**PQA7005 Career Counseling Practices (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan meningkatkan pengetahuan dan kemahiran pelajar dalam amalan kaunseling kerjaya melalui mengintergrasikan teori perkembangan kerjaya dengan aspek kaunseling kerjaya yang praktikal. Pelajar akan dilatih mengamalkan struktur kaunseling kerjaya termasuk membina kerjasama terapeutik, mengumpul maklumat pekerjaan, melaksanakan kaedah penilaian kuantitatif dan kualitatif, melaksanakan proses membuat keputusan kerjaya dan perancangan dan menilai sesi kaunseling kerjaya tersebut. Kursus

ini juga membincangkan isu kerjaya untuk klien pelbagai latarbelakang dan perancangan program kaunseling kerjaya di setting-setting berlainan.

*This course aims to enhance the knowledge and skills of the students in career counseling practice through the integration of career development theories with the practical aspects of career counseling. Students will be trained to use the career counseling structure including building a therapeutic alliance, gathering career related information, conducting the quantitative and qualitative assessment, decision making and planning process and evaluating the career counseling session. This course also discusses the career issues of clients from various backgrounds and planning of career counseling program in different settings.*

Prasyarat/Keperluan Minimum Kursus: PQA7002

Course Pre-requisite(s)/Minimum Requirement(s): PQA7002

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Brown, D. (2021). *Career information, career counselling & career development* (12th Edition). Pearson.
- Melati Sumari, M., Md Khalid, N., & A.Razak, N.A. (2015). *Teori dan amalan kaunseling kerjaya*. Kuala Lumpur : Penerbit Universiti Malaya.
- Sulaiman, H., Sumari, M., Md Khalid, N., & A.Razak, N.A., (2021). *Perkembangan, perancangan, dan maklumat kerjaya*. Kuala Lumpur: Penerbit Universiti Malaya.
- Zunker, V. G. (2021). *Career counseling: A holistic approach* (10th Edition). Belmont, CA: Thomson Learning

**PQA7006 Pentaksiran dalam Perkhidmatan Kaunseling (3 Kredit)**

**PQA7006 Assessment in Counseling Services (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini melatih pelajar menjalankan ujian-ujian psikometrik dipelbagai lapangan seperti dalam seting pendidikan, institusi atau agensi (swasta atau awam) yang menawarkan perkhidmatan kaunseling. Kursus ini adalah direkabentuk untuk memberikan peluang kepada pelajar mengimplementasikan kemahiran dan pengetahuan mengenai ujian psikometrik yang diperlukan untuk menjadi kaunselor yang kompeten. Kursus ini juga memberikan peluang kepada pelajar menggunakan pendekatan klinikal dalam membuat pemarkatan, merekod, mentaksir, menganalisa, dan memberi maklumbalas kepada klien mengenai hasil dapatan melalui ujian psikometrik yang dijalankan.

*This course trains students to conduct psychometric test in various fields such as in educational, institutions or agencies settings (private or public) offering the counselling services. This course is designed to provide students with the opportunity to implement the skills and knowledge of psychometric test required to become a competent counselor. This course provides the opportunity for students to use clinical approaches in scoring, recording, analysing and providing feedback to clients through psychometric tests conducted.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Balkin, S.R. & Juhnke, G. A. (2018). *Assessment in counseling: Practice and application* (1<sup>st</sup> ed.). Oxford.
- Danica G. Hayes (2017). *Assessment in counseling*. (6th ed.). American Counseling Association.
- Wiston, S.S. (2017). *Principles and application of assessment in counseling*. (5<sup>th</sup> ed.). Cengage Learning: Boston.

**PQA7007 Psikopatologi (3 Kredit)**  
**PQA7007 Psychopathology (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini akan memberi pendedahan mendalam kepada pelajar mengenai spektrum luas berkenaan psikopatologi sebagaimana yang ditakrifkan dalam DSM 5. Tumpuan kursus ini akan merangkumi etiologi, kelaziman, tanda-tanda dan gejala, serta kriteria untuk mendiagnosis pembezaan keadaan psikopatologi seseorang individu.

*This course will provide an in-depth review to the students of a broad spectrum of psychopathological conditions as defined in the DSM5. The focus of this course will include the etiology, prevalence and incidence, signs and symptoms, and criteria for differential diagnosis for individuals.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- American Psychological Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: Author.
- *APA handbook of psychopathology* (2018). Washington, DC: Author.
- Giovanni, S., Broome, M., Raballo, A., Vincent, A., (2019). *The Oxford handbook of phenomenological psychopathology*. (1<sup>st</sup> ed.) Oxford.

**PQA7008 Kaunseling Pelbagai Budaya (3 Kredit)**  
**PQA7008 Multicultural Counseling (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direka untuk memberi pengetahuan dan kemahiran kaunseling pelbagai budaya kepada pelajar. Pelajar akan belajar teori, kemahiran dan pendekatan tertentu yang boleh digunakan dalam sesi kaunseling bersama klien daripada kelompok budaya yang pelbagai termasuklah golongan minoriti. Di antara populasi yang akan diberi tumpuan ialah kelompok minoriti seperti golongan warga tua, ibu/bapa tunggal, janda/duda, penjenayah juvana, penagih dadah, homoseksual, kanak-kanak berkeperluan khas, orang kurang upaya (OKU) dan lain-lain.

*The course is designed to provide students with the knowledge and skills in multicultural counselling. Students will be taught the various theories, skills and approaches that are relevant for counselling clients from diverse cultural groups including the minorities. Among the focused populations are cultural minority groups such as the elderly, single mother/father, divorcees, juvenile offenders, drug addicts, homosexuals, special needs children, persons with disabilities and others.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (2016). *Handbook of multicultural counselling* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2017). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Belmont, CA: Cengage Learning.
- Pedersen, P. B., Lonner, W. J., Draguns, J. G., Trimble, J. E., & Scharron-del Rio, M. R. (2016). *Counselling across cultures* (7th ed.). Thousand Oaks, CA: Sage Publications.

- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counselling the culturally diverse: Theory and practice* (8th ed.). New York, NY: John Wiley & Sons.

**PQA7009 Kaunseling Kelompok (3 Kredit)**  
**PQA7009 Group Counseling (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk melatih pelajar merancang dan menguruskan sesi kaunseling kelompok secara profesional dan berkesan. Kursus ini akan memberi fokus kepada mengembangkan kemahiran komunikasi dan kepimpinan dalam kalangan pelajar melalui sesi amali kaunseling kelompok. Melalui kombinasi pembelajaran teoritikal dan pembelajaran berasaskan pengalaman dalam sesi kaunseling kelompok sebenar, pelajar akan mampu menentukan strategi dan teori yang bersesuaian untuk menguruskan isu-isu berbangkit semasa pengendalian kaunseling kelompok.

*This course aims to train students in planning and managing group counseling sessions professionally and effectively. This course focuses on developing the communication and leadership skills among students through practical group counseling sessions. Through the combination of theoretical and experiential learning in real group counseling sessions, students are able to ascertain suitable strategies and theories to manage issues arising in group counseling sessions.*

Prasyarat/Keperluan Minimum Kursus: PQA7001  
Course Pre-requisite(s)/Minimum Requirement(s): PQA7001

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Ida Hartina Ahmed Tharbe. (2017). *Kepimpinan kaunseling kelompok: Teori dan praktis*. Kuala Lumpur : Penerbit Universiti Malaya.
- Chen, M.W & Ryback, C.J (2017) *Group leadership Skills: Interpersonal process in group counseling and therapy* (2nd Edition). Sage Publication Inc.
- Corey, M. S., Corey, G. & Corey, C. (2017). *Groups: Process and practice* (10th Edition) . Cengage Learning.
- Jacobs, E. E., Schimmel, C. J., Masson, R. L.,& Harvill, R. L. (2015) *Group counseling: Strategies and skills* (8th Edition). Cengage Learning.

**PQA7010 Praktikum Kaunseling (3 Kredit)**  
**PQA7010 Counseling Practicum (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memerlukan pelajar mempamerkan pengetahuan dan kemahiran kaunseling pada tahap lanjutan dengan melaksanakan tugas-tugas asas sebagai kaunselor pelatih. Ini termasuk melaksanakan sesi kaunseling individu dan kelompok, promosi perkhidmatan kaunseling, tugas-tugas pentadbiran dan menganjurkan program-program berasaskan kaunseling yang bersesuaian. Sesi amali kaunseling dan sumbangsaran yang dijalankan melalui perbincangan berpandu dan penyeliaan akan meningkatkan keupayaan pelajar untuk menyelesaikan masalah klien dengan berkesan. Pelajar diharapkan mengaplikasikan pendekatan teoritikal dan teknik yang bersesuaian di dalam sesi mereka disamping mengendalikan klien dari latarbelakang silang budaya.

*This course requires students to demonstrate their knowledge and skills of counselling at an advance level by conducting the duties as a counsellor trainee. This includes conducting individual and group counselling session, promoting the counselling service, administrative duties and organising relevant counselling-based program. Practical counselling and brainstorming sessions through guided discussions and supervision will enhance students' ability to solve clients' problems effectively. Students are expected to apply specific theoretical approaches and appropriate techniques in their session and attend clients from multicultural*

backgrounds.

Prasyarat/Keperluan Minimum Kursus: PQA7001, PQA7004

Course Pre-requisite(s)/Minimum Requirement(s): PQA7001, PQA7004

**Kaedah Penilaian:** Penilaian Berterusan: 100%

**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Baird, B. N. & Mollen D. (2019). *Internship, practicum, and field placement handbook: a guide for the helping professions* (8th ed.) New York: Routledge.
- Corey, G. (2020). *Theory and practice of counseling and psychotherapy, enhanced* (10th ed.). Mason US: Cengage Learning Inc.
- Jungers, C.M., & Scott, J. (2019). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (6th ed.).New York: Routledge.
- Nurius, P. S., Cormier, S., & Osborn, C.J. (2017). *Interview and change strategies for helpers* (8th ed.) Mason US: Cengage Learning Inc.
- Perry, W. (2018). *Basic counseling techniques: A begining therapist's toolkit* (3rd ed.). United Stated: Toplink Publishing, LLC
- Sumari, S., Ahmed Tharbe, I.H, Md Khalid, N., & Mohamed Nor, A. (2014). *Teori kaunseling dan psikoterapi*. Kuala Lumpur: Penerbit Universiti Malaya.

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**PQA7015 Internship (6 Kredit)**

**PQA7015 Internship (6 Credit)**

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**Sinopsis/Synopsis**

Kursus ini mengintegrasikan semua pengetahuan dan kemahiran yang telah diperolehi sepanjang tempoh pembelajaran pelajar. Pelajar akan ditempatkan di sebuah organisasi untuk melaksanakan tugas rasmi sebagai pelatih kaunselor yang menjalankan fungsi-fungsi sebenar kaunselor. Pelajar juga perlu mengendalikan sesi kaunseling individu dan kelompok berserta program-program kaunseling yang lain berdasarkan keperluan di organisasi dimana mereka menjalankan latihan profesional. Pelajar akan diselia oleh kedua-dua penyelia dari program dan dari organisasi bagi memastikan mereka dapat menjalankan tugas sebagai kaunselor pelatih yang professional dan beretika.

*This course integrates all the knowledge and skills acquired during the students learning duration. Students will undergo placement in an organisation and handle the official duties as counselor trainees and carry out the actual functions of a counselor. Students must also conduct individual and group counseling sessions as well as other counseling programs based on the organisational needs of their internship site. Students will be supervised by both program and on-site supervisors to ensure that they are able to manage their duties as professional and ethical counselor trainees.*

**Kaedah Penilaian:** Penilaian Berterusan: 100%

**Assessment Method:** Continuous Assessment: 100%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Baird, B. N.& Mollen, D. (2018). *The internship, practicum, and field placement handbook : A guide for the helping professions* (8th Ed.). New York: Routledge.
- Hill, C.E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th Edition).Washington DC: American Psychological Association.
- Hodges, S (2019). *The Counseling Practicum And Internship Manual ( 3rd Edition) : A Resource For Graduate Counseling Students*. Springer Publishing Company.
- *Kod Etika Kaunselor* (2011). Penerbitan Lembaga Kaunselor.

**PQA7016 Intervensi Krisis (3 Kredit)**  
**PQA7016 Crisis Intervention (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini direka untuk memberi pengetahuan dan kemahiran intervensi krisis kepada pelajar. Kandungan kursus merangkumi penerangan krisis itu sendiri, teori intervensi krisis, jenis-jenis krisis secara umum dan peranan kaunselor dalam menangani krisis berdasarkan kepada tinjauan literatur yang berkaitan. Di samping itu, kursus ini turut menyelitkan contoh-contoh dan situasi bagaimana seorang kaunselor menghadapi krisis yang berlaku kepada klien. Melalui kursus ini, diharapkan agar para pelajar dapat mengenali situasi-situasi yang tergolong dalam kategori krisis dan seterusnya menghulurkan bantuan dan sokongan segera sekiranya diperlukan.

*The course is designed to provide students with the knowledge and skills in crisis intervention. Course content comprises explanation on crisis, theories of crisis intervention, types of crises on general, and roles of counsellors in dealing with crisis based on relevant review of literature. In addition, this course also includes examples and situations on how a counsellor deals with a client who suffers from a crisis. Through this course, it is hoped that students can identify situations which fall into crisis category and provide immediate help and support, if necessary.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- James, R.K. & Gilliland, B.E. (2017). *Crisis intervention strategies* (8<sup>th</sup> ed). Boston, MA: Cengage Learning, Inc.
- Rafidah Aga Mohd Jaladin & Aina Razlin Mohammad Roose (2020). *Intervensi krisis dalam hubungan menolong*. Kuala Lumpur: Penerbit Universiti Malaya
- Rafidah Aga Mohd Jaladin & Nurul Aini Mudayat (2016). *Pengenalan kepada kaunseling krisis*. Kuala Lumpur: PERKAMA International.

**PQA7017 Kaunseling Rehabilitasi (3 Kredit)**  
**PQA7017 Rehabilitation Counseling (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini mendedahkan pelajar untuk menganalisa keperluan program kaunseling rehabilitasi bagi Orang Kurang Upaya. Pelajar akan didedahkan dengan konsep-konsep dan model-model ketidakupayaan serta kategori Orang Kurang Upaya. Sebahagian daripada isu yang akan dibincangkan adalah keperluan kaunseling individu, kerjaya dan keluarga. Kursus ini juga memperkenalkan kepada pelajar kaedah perancangan, pengendalian dan penilaian program bimbingan dan kaunseling yang berkesan bagi Orang Kurang Upaya.

*The course expose the students to analyse the needs of rehabilitation counselling programs for Persons with Disabilities. They will be exposed to concepts of disability, models of disability and the category of Persons with Disabilities. Some of the issues that will be discussed are the need for individual, career and family counselling. The course will also introduce the students to method of planning, organizing and evaluating effective guidance and counselling programs for Persons with Disabilities.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Bahasa Malaysia / English

**Rujukan Utama:**

**Main References:**

- Marini, I., Millington, M. J., & Glover-Graf, N. M. (2017). *Psychosocial aspects of disability: Insider perspectives and strategies for counselors* (2nd Ed). Springer Publishing Company.
- Chan, F., Berven, N. L., & Thomas, K. R. (2015). *Counseling theories and techniques for rehabilitation and mental health professionals* (2nd Ed). Springer Publishing Company.
- Tarvydas, V. M., & Hartley, M. T. (2017). *The professional practice of rehabilitation counseling* (2nd Ed). Springer Publishing Company.

**PQA7018 Kaunseling di Institut Pengajian Tinggi (3 Kredit)**  
**PQA7018 Counseling in Institute of Higher Learning (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini mendedahkan pelajar untuk menganalisa keperluan program bimbingan dan kaunseling di IPT. Pelajar akan didedahkan dengan teori-teori perkembangan pelajar di peringkat kolej. Sebahagian daripada isu yang akan dibincangkan adalah keperluan kaunseling individu, akademik dan kerjaya. Kursus ini juga memperkenalkan kepada pelajar untuk membuat perancangan program bimbingan dan kaunseling, merancang program yang berkesan di peringkat pengajian tinggi.

*The course exposes students to analyse the need for guidance and counseling programs in higher education. They will be exposed to college student development theories. Some of the issues that will be discussed are the need for individual, academic, and group career counseling. The course will also teach the students to plan effective guidance and counselling programs in higher education institutions.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:**

**Main References:**

- Abes, E.S., Jones, S.R., Stewart, D.L. (eds.) (2019). *Rethinking college student development theory using critical frameworks*. Stylus Publishing.
- Burke, M.G. & Sauerheber, J.D, Hughey, A.W. & Laves, K.S. (2016) *Helping skills for working with college students: Applying counseling theory to student affairs practice*. Routledge.
- Patton, L.D., Renn, K.A , Guido, F.M, Quay, S.J, Forney, D. S. & Evans, N. J. (2016). *Student development in college : Theory, research, and practice*. San Francisco, CA: Jossey-Bass.
- Schuh, J. H., Jones, S. R., Harper, S. R., & Komives, S. R. (2016). *Student services: A handbook for the profession.6th Edition*. San Francisco: Jossey-Bass.

**PQA7019 Teori Kaunseling (3 Kredit)**  
**PQA7019 Counseling Theories (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini bertujuan untuk membantu pelajar memahami dan menilai teori-teori kaunseling utama dan kontemporari sebagai kerangka memahami tingkahlaku manusia untuk dijadikan panduan utama dalam mengendalikan sesi kaunseling secara profesional. Pelajar akan didedahkan kepada teknik-teknik yang berkaitan berdasarkan teori-teori yang dipelajari.

*The objective of the course is to enable students to understand and assess the major and contemporary counseling theories as the framework of understanding human behaviours and main guide in conducting counseling sessions professionally. Students will also be introduced to the related techniques based on the theories learned.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%  
**Assessment Method:** Continuous Assessment: 60%, Examination:40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris  
**Medium of Instruction:** Malay / English

**Rujukan Utama:****Main References:**

- Corey, G. (2017) *Theories and practice of counseling and psychotherapy* (10E Asia Edition) Cengage Learning, Inc.
- Gladding, S.T. (2017). *Counseling: A comprehensive profession* (8th Edition) . Pearson.
- Melati Sumari, Ida Hartina Ahmed Tharbe, Norfaezah Md Khalid & Azmawaty Mohamad Nor (2014). *Teori kaunseling dan psikoterapi* . Kuala Lumpur: Penerbit Universiti Malaya.

**PQA7020 Kaunseling Perkahwinan dan Keluarga (3 Kredit)****PQA7020 Marriage and Family Counselling (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini dibina untuk mendedahkan pelajar kepada keperluan kaunseling perkahwinan dan keluarga dalam masyarakat. Di antara topik yang dibincangkan adalah model-model utama dan kontemporari dalam kaunseling perkahwinan dan keluarga dan model utama dalam terapi pasangan. Selain itu, pelajar akan dibimbing untuk menilai isu-isu kekeluargaan dari perspektif kaunseling keluarga. Pengenalan kepada perundungan keluarga Islam dan Civil juga akan didedahkan.

*This course is designed to expose students to the needs of marriage and family counseling in the community. Among the topics discussed were key and contemporary models in marriage and family counseling and key models in couples therapy. In addition, students will be guided to evaluate family issues from a family counseling perspective. Introduction to Islamic and Civil family law will also be revealed.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:****Main References:**

- Gladding, S.T (2019). *Family therapy: History, theory and practice*, Boston, MA: Pearson.
- Nichols, (2017). *Family therapy: Concepts and methods*. Boston, MA: Pearson.
- Patterson, J., & Williams. L., Edwards, T.M., Chamow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination* (3<sup>rd</sup> Edition) New York, NY: The Guilford Press.

**PON 7002 Perkembangan Sepanjang Hayat (3 Kredit)****PON 7002 Lifespan Development (3 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memberi pelajar asas pengetahuan mengenai perkembangan manusia dalam setiap perkembangan dalam kehidupan. Ia juga membezakan pelbagai jenis teori dan membuat perkaitan antara satu sama lain.

*This course gives an input on the system of organizing and analyzing different people in different stages of human development. Discussion will also include the concept and theories of human development.*

**Kaedah Penilaian:** Penilaian Berterusan: 60%, Peperiksaan: 40%

**Assessment Method:** Continuous Assessment: 60%, Examination: 40%

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

**Rujukan Utama:****Main References:**

- Baranovich, D. (2017). *Understanding and mentoring the hurt teenager*. Partridge Publishing, Singapore.

- Baranovich, D. (2019). *Child-centered filial play skills: Bonding through play a manual for mental health professionals, parents and caregivers of hurt children*. Malaysia: Pearson Publications.
- Boyd, B., & Bee, H. L. (2019). *Lifespan development* (2<sup>nd</sup> Ed.). USA: Test Bank.
- Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective* (2nd Ed.). USA: Creative Commons.
- Laura, E. B. (2017). *Exploring lifespan development* (7th Ed.). USA: Pearson.
- Santrock, J. W. (2021). *Life span development* (18<sup>th</sup> Ed.). USA: Mc Graw Hill.

**PQX7002 Projek Penyelidikan (12 Kredit)**  
**PQX7002 Research Project (12 Credit)**

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**Sinopsis/Synopsis**

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Pelajar akan diselia oleh seorang penyelia sepanjang proses ini. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan diserahkan untuk penilaian.

*This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.*

**Kaedah Penilaian:** Penilaian Berterusan: 100% Laporan Projek Penyelidikan

**Assessment Method:** Continuous Assessment: 100% Research Project Report

**Bahasa Pengantar:** Bahasa Malaysia/ Bahasa Inggeris

**Medium of Instruction:** Malay / English

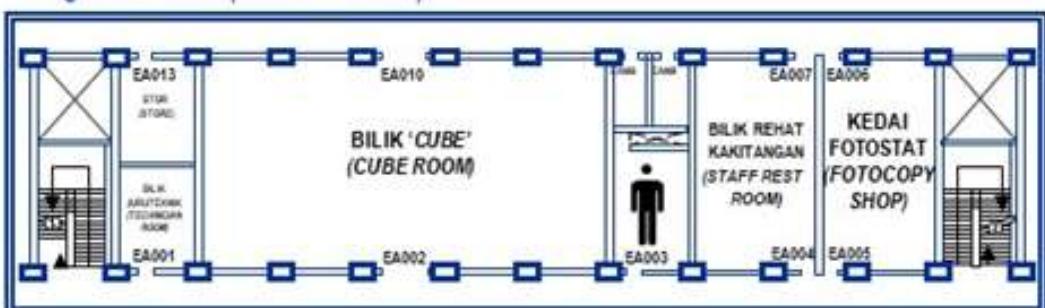
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**Main References:**

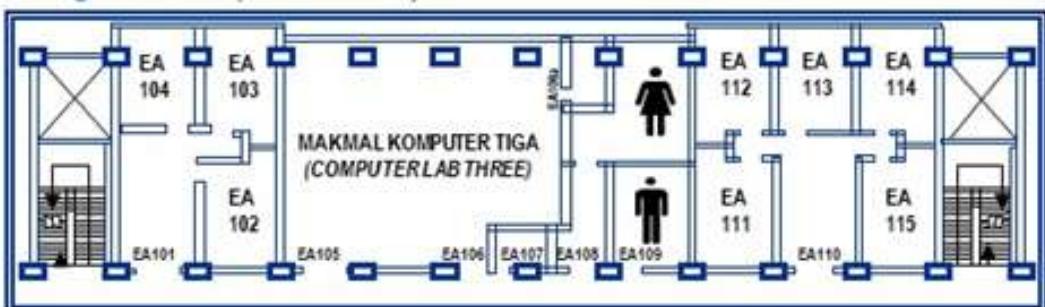
- Chua, Y. P. (2015). *Book 2 - Research statistics*. 3rd Edition. Shah Alam: McGraw-Hill Education
- Chua, Y. P. (2020). *Mastering research methods*, 3rd Edition. McGraw-Hill.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches*. London; Sage Publication.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (9th Edition). New York: McGraw Hill, Inc.
- Hammond, M. & Wellington, J. (2012). *Research methods: The key concepts*. Routledge
- Newman, W. (2011). *Basics of social research: Qualitative and quantitative approaches*: International Edition (3rd Edition). Pearson.
- Silverman, D. (2016). *Qualitative research* (4th edition). London: Sage Publication.

## BLOK A (*Block A*)

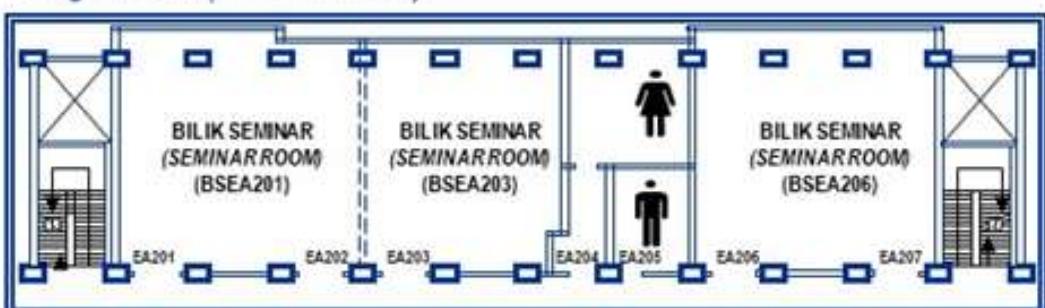
### Tingkat Bawah (*Ground Floor*)



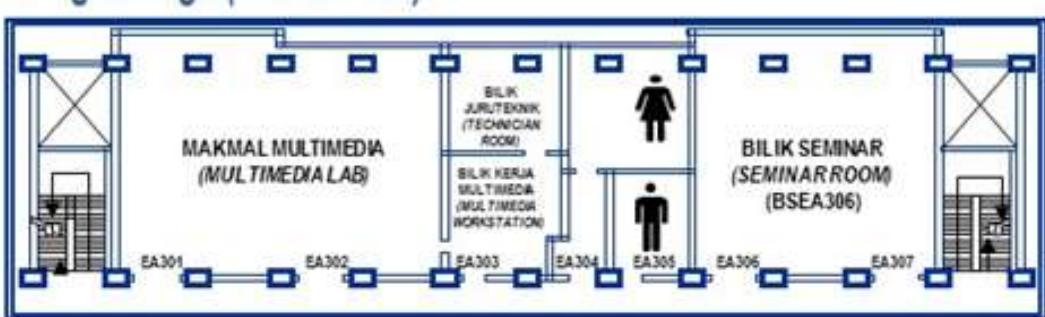
### Tingkat Satu (*First Floor*)



### Tingkat Dua (*Second Floor*)

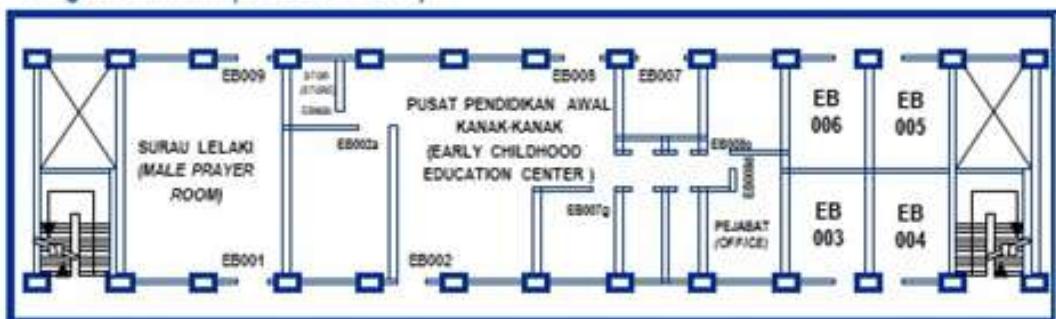


### Tingkat Tiga (*Third Floor*)

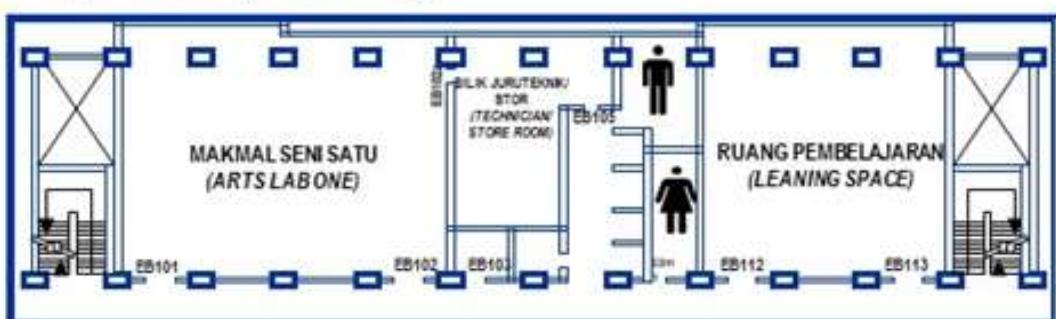


## BLOK B (BLOCK B)

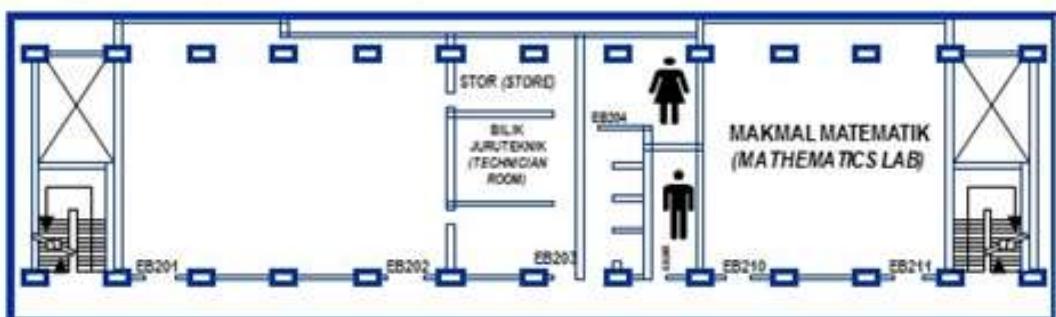
### Tingkat Bawah (Ground Floor)



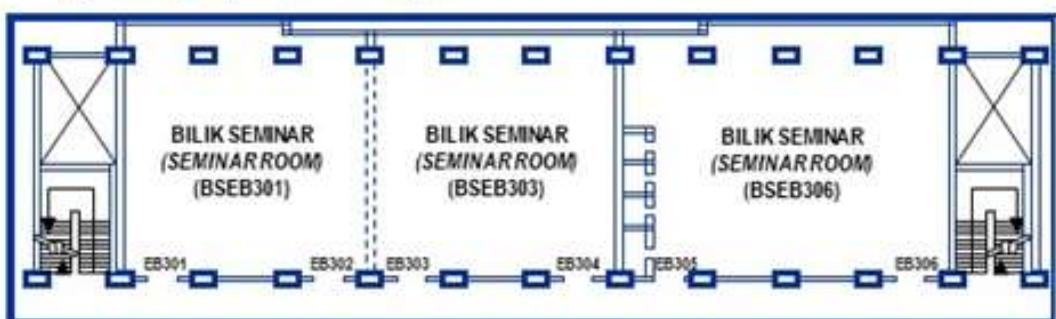
### Tingkat Satu (First Floor)



### Tingkat dua (Second Floor)

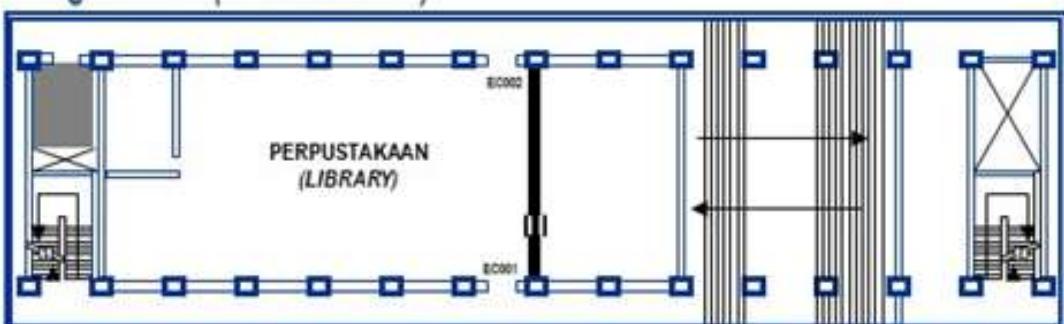


### Tingkat Tiga (Third Floor)

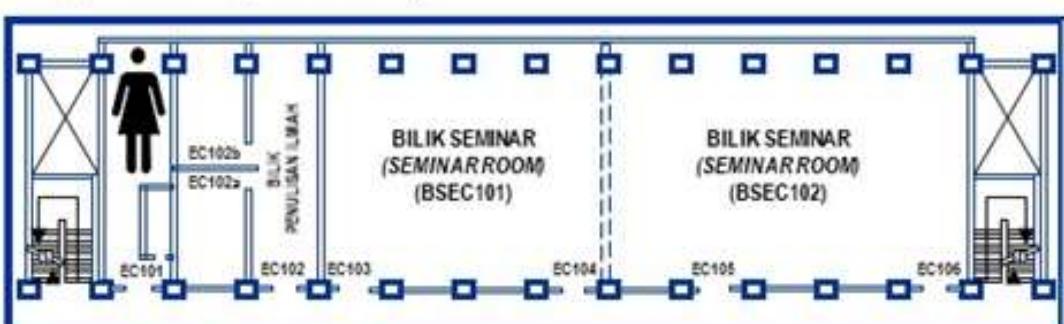


## BLOK C (BLOCK C)

Tingkat satu (Ground Floor)



Tingkat Satu (First Floor)



Tingkat Dua (Second Floor)

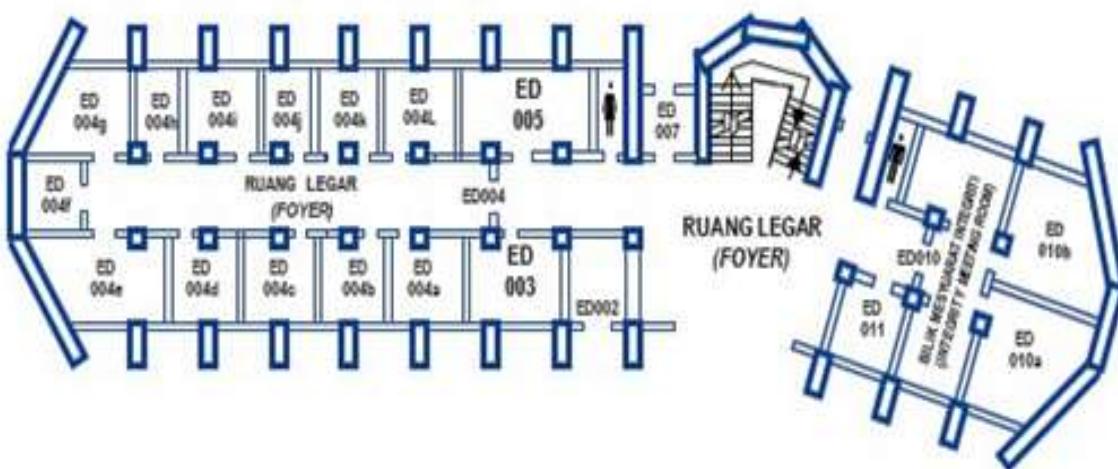


Tingkat Tiga (Third Floor)

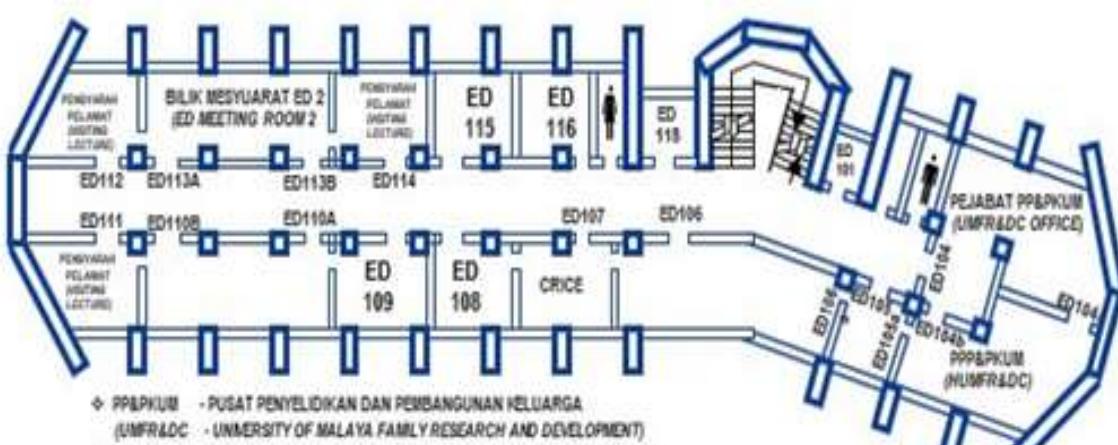


## BLOK D (BLOCK D)

Tingkat Bawah (Ground Floor)



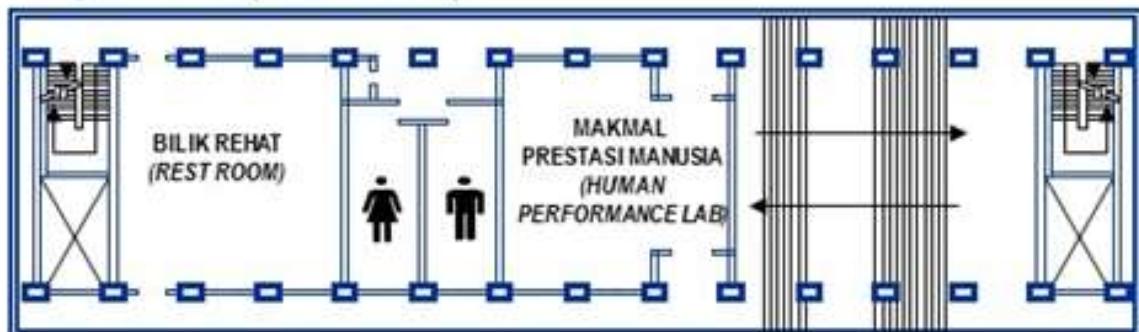
Tingkat Satu (First Floor)



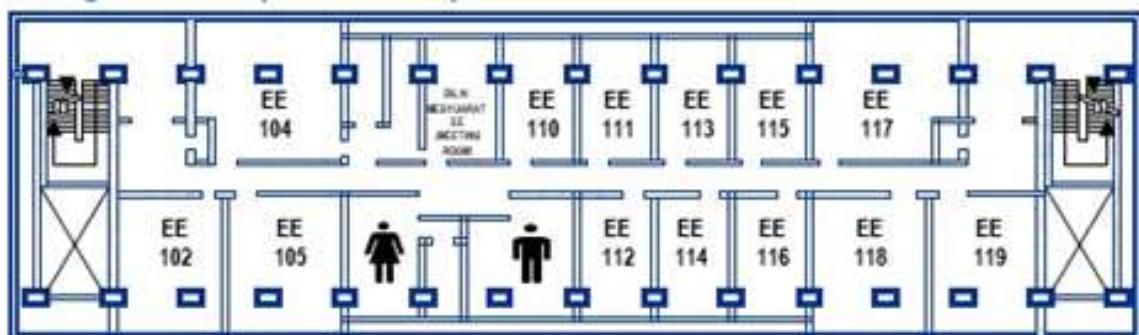
- ❖ PP&PKUM - PUSAT PENSYURAH DAN PEMBANGUNAN KELUARGA  
(UMFR&DC - UNIVERSITY OF MALAYA FAMILY RESEARCH AND DEVELOPMENT)
- ❖ PPP&PKUM - PENGAHAR PUSAT PENSYURAH DAN PEMBANGUNAN KELUARGA  
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## BLOK E (BLOCK E)

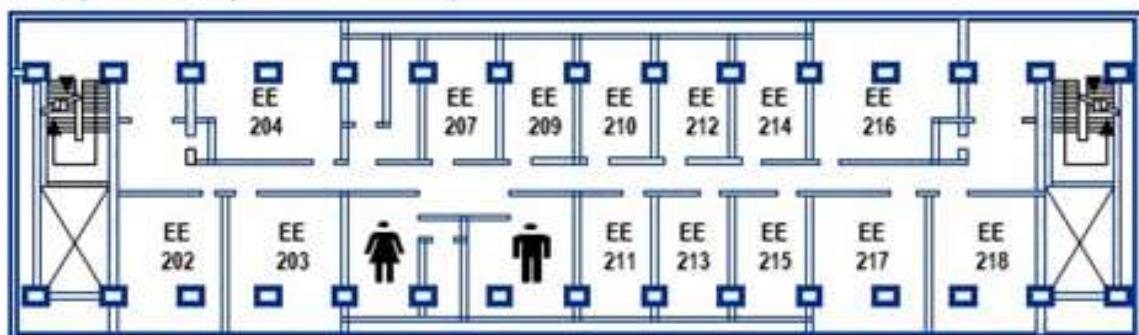
Tingkat Bawah (Ground Floor)



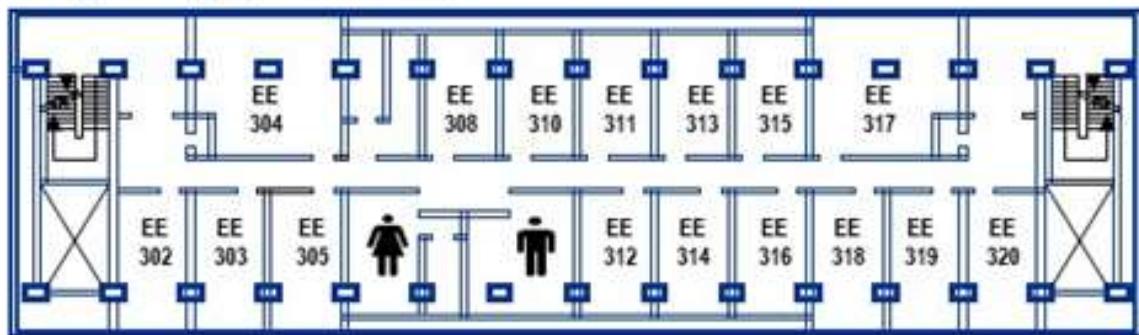
Tingkat Satu (First Floor)



Tingkat Dua (Second Floor)

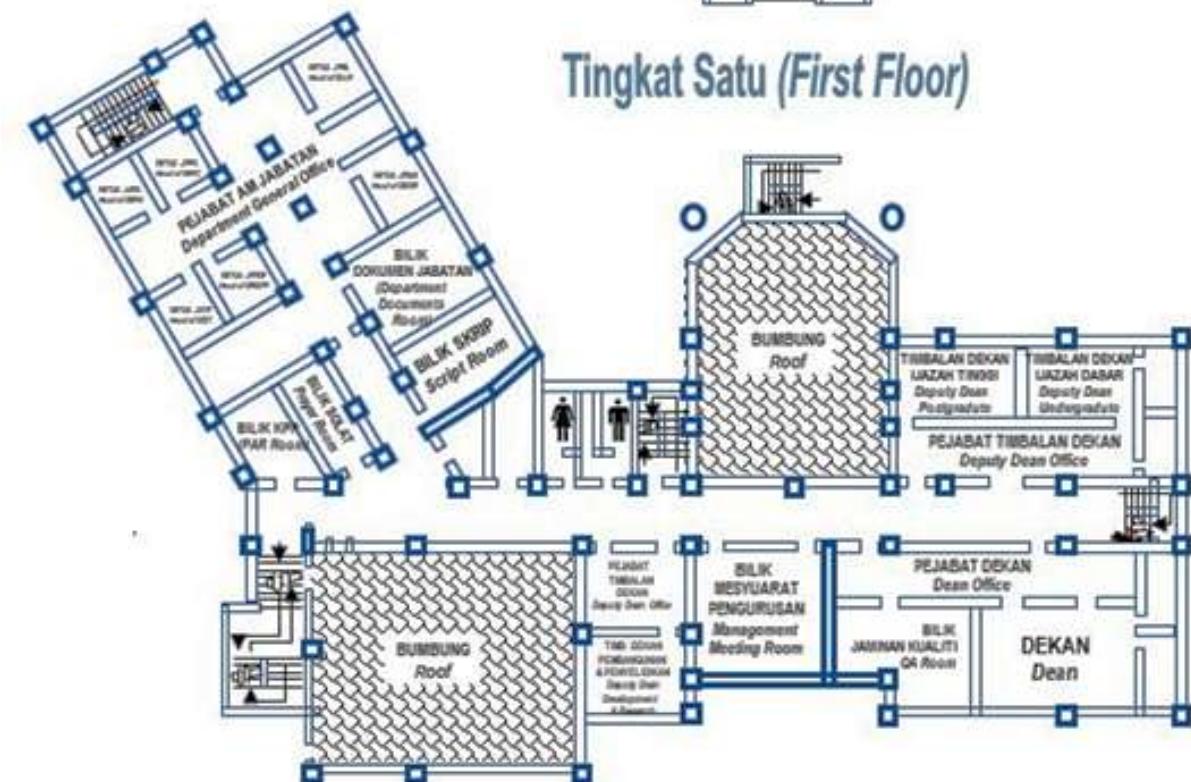
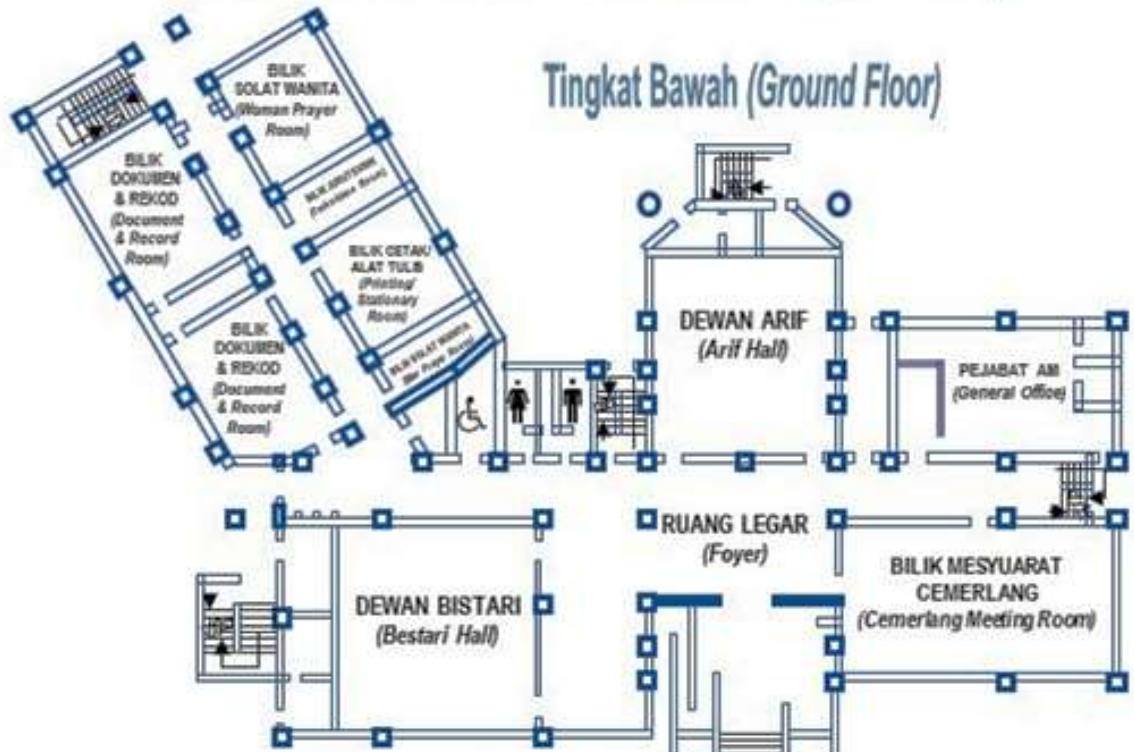


Tingkat Tiga (Third Floor)



# BANGUNAN PENTADBIRAN (Blok F)

## ADMINISTRATION BUILDING (Block F)

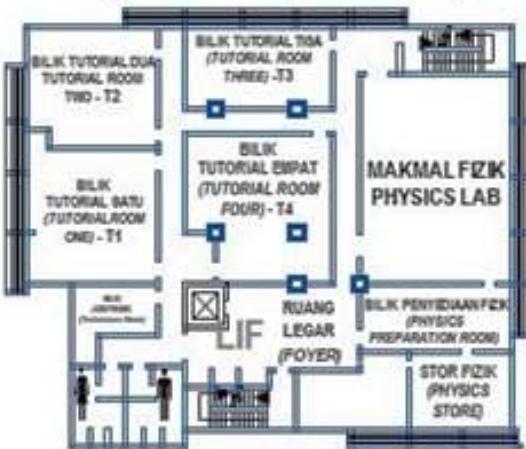


## MENARA PENDIDIKAN (Blok G) EDUCATION TOWER (Block G)

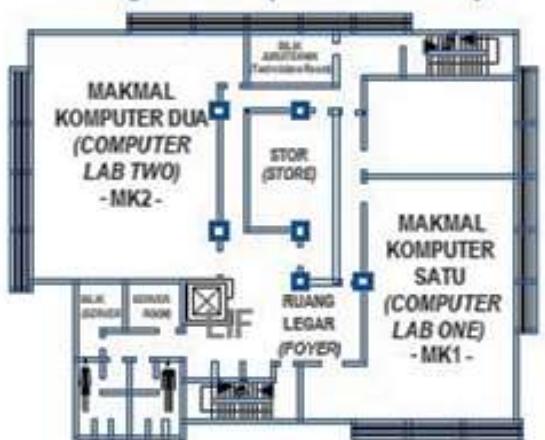
**Tingkat Bawah (Ground Floor)**



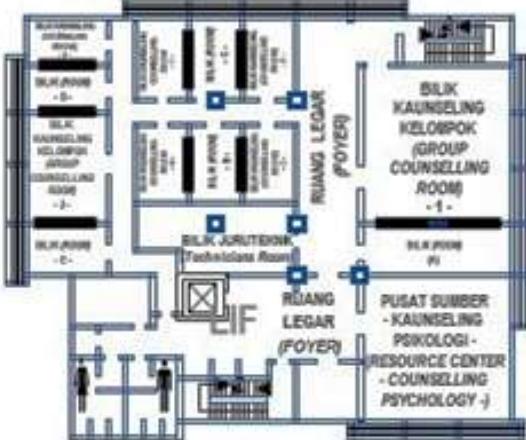
**Tingkat Satu (First Floor)**



**Tingkat Dua (Second Floor)**



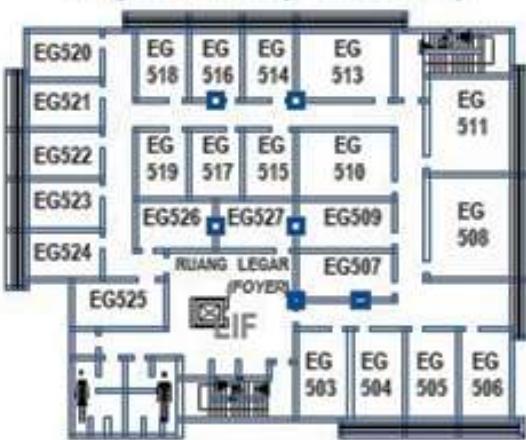
**Tingkat Tiga (Third Floor)**



**Tingkat Empat (Fourth Floor)**



**Tingkat Lima (Fifth Floor)**



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dan  
and

Individu-individu yang terlibat secara langsung atau tidak langsung dengan penerbitan Buku Panduan ini.  
*Other individuals involved either directly or indirectly in the publication of this Handbook.*

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