BUKU PANDUAN
HANDBOOK

PROGRAM IJAZAH TINGGI
POSTGRADUATE PROGRAMMES

SESI/*SESSION* 2019/2020

FAKULTI PENDIDIKAN
UNIVERSITI MALAYA
50603 KUALA LUMPUR

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##Program Secara Kerja Kursus Dan Penyelidikan (Mod Campuran) / ***Programme By Coursework And Research (Mix Mode)***

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KALENDAR AKADEMIK SESI 2019/2020 *ACADEMIK CALENDAR 2019/2020 SESSION*		
SEMESTER I		
Haluansiswa ***(Introduction Week)***	**1 minggu/*week***	**01.09.2019 – 06.09.2019**
Kuliah ***(Lectures)***	**8 minggu/*weeks****	**09.09.2019 – 03.11.2019**
Cuti Pertengahan Semester I ***(Mid Semester I Break)***	**1 minggu/*weeks****	**04.11.2019 – 10.11.2019**
Kuliah ***(Lectures)***	**6 minggu/*weeks* ***	**11.11.2019 – 22.12.2019**
Minggu Ulangkaji ***(Revision Week)***	**1 minggu/*weeks****	**23.12.2019 – 29.12.2019**
Peperiksaan Akhir Semester I ***(Semester I Final Examination)***	**3 minggu/*weeks***	**30.12.2019 – 19.01.2020**
Cuti Semester ***(Semester Break)***	**4 minggu/*weeks* ***	**20.01.2020 – 16.02.2020**
	24 minggu/*weeks*	
SEMESTER II		
Kuliah ***(Lectures)***	**9 minggu/*weeks***	**17.02.2020 – 19.04.2020**
Cuti Pertengahan Semester II ***(Mid Semester I Break)***	**1 minggu/*week***	**20.04.2020 – 26.04.2020**
Kuliah ***(Lectures)***	**5 minggu/*weeks* ***	**27.04.2020 – 31.05.2020**
Minggu Ulangkaji ***(Revision Week)***	**1 minggu/*weeks* ***	**01.06.2020 – 07.06.2020**
Peperiksaan Akhir Semester II ***(Semester II Final Examination)***	**3 minggu/*weeks***	**08.06.2020 – 38.06.2020**
	19 minggu/*weeks*	
CUTI TAHUNAN		
Cuti	**11 minggu/*weeks* ***	**29.06.2020 – 13.09.2020**
SEMESTER KHAS		
Kuliah ***(Lectures)***	**7 minggu/*weeks* ***	**29.06.2020 – 16.08.2020**
Peperiksaan Akhir Semester Khas ***(Special Semester Final Examination)***	**1 minggu/*week***	**17.08.2020 – 23.08.2020**
Cuti Semester ***(Semester Break)***	**3 minggu/*weeks* ***	**24.08.2020 – 13.09.2020**
	11 minggu/*weeks*	

Awal Muharam (01 September 2019)
Hari Keputeraan Agong (09 September 2019) Hari Malaysia (16 September 2019)
Deepavali (27 Oktober 2019)
Hari Keputeraan Nabi Muhammad S.A.W (09 November 2019)
Krismas (25 Disember 2019)
Cuti Tahun Baharu (1 Januari 2020)
Tahun Baru Cina (25 & 26 Januari 2020)
Hari Wilayah (01 Februari 2020)
Thaipusam (08 Februari 2020)
Hari Pekerja (01 Mei 2020)
Wesak (07 Mei 2020)
Nuzul Al-Quran (10 Mei 2020)
Hari Raya Aidilfitri (24 & 25 Mei 2020)
Hari Raya Aidiladha (31 Julai 2020)
Awal Muharam (20 Ogos 2020)
Hari Kebangsaan (31 Ogos 2020)

MISI & VISI

MISSION & VISION

UNIVERSITI MALAYA

VISI

Untuk menjadi sebuah institusi pengajian tinggi yang ternama di peringkat antarabangsa dalam penyelidikan, inovasi, penerbitan dan pengajaran.

To be an internationally renowned institution of higher learning in research, innovation, publication and teaching

MISI

Untuk memajukan ilmu pengetahuan dan pembelajaran melalui penyelidikan dan pendidikan berkualiti untuk negara dan kemanusiaan.

To advance knowledge and learning through quality research and education for the nation and for humanity

FAKULTI PENDIDIKAN

VISI

Menjadi pusat kecemerlangan dalam pendidikan dan pembangunan modal insan di peringkat kebangsaan dan antarabangsa.

To be a centre of excellence in education and human capital development at the national and international levels

MISI

Menjana ilmu pengetahuan di samping berusaha untuk menjadi pusat kecemerlangan dalam bidang pendidikan dan pembangunan modal insan melalui pengajaran, penyelidikan, inovasi, penerbitan dan perundingan.

To generate knowledge while striving to be a centre of excellence in education and human capital development through teaching, research, innovation, publication and consultancy

KATA ALUAN DEKAN
DEAN'S MESSAGE

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Dengan rasa bangga dan besar hati saya ingin mengalu-alukan kedatangan semua pelajar baharu bagi sesi Tahun Akademik 2019/2020. 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.
It is my pleasure and honour to welcome all new students to the 2019/2020 Academic Year. Congratulations and thank you for making the Faculty of Education, University of Malaya your preferred choice. This established Faculty has made its mark not only nationally but also internationally.

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 sekelip mata tetapi adalah berasaskan daya usaha dan keprihatinan daripada setiap ahli fakulti serta para pelajar. Dengan usia lebih 50 tahun, Fakulti Pendidikan terus unggul dengan kejayaan menghasilkan kira-kira 20,000 graduan cemerlang.
In line with the achievement of the University of Malaya, 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 more than 50 years of age, the faculty has continued to perform, and has succeeded in producing more than 20 000 outstanding graduates.

Program ijazah 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. Sehingga kini, graduan kami tidak hanya menyerlah dalam industri tempatan malah turut menyinar di persada antarabangsa.
Our degree programmes do not only provide students with knowledge and skills, but also develop them to link theory to practice for better preparation for the workforce. To date, our graduates shine and are successful in the local as well as international industries.

Untuk memastikan kecemerlangan yang mampan, misi dan visi fakulti haruslah didukung ke arah hala tuju yang hendak dicapai. Perancangan disusun dengan teliti untuk generasi akan datang.
To ensure sustained excellence, planning is done with utmost care for the future generation and the university and faculty's mission and vision will be uphold and directed at achieving our desired goals.

Dalam kami berbangga dengan kejayaan ini, Fakulti Pendidikan sentiasa peka terhadap cabaran-cabaran baharu yang dihadapi oleh negara dan juga arena pendidikan. Justeru, Fakulti Pendidikan sentiasa mengambil langkah-langkah sewajarnya dalam menghasilkan graduan yang berupaya menjadi pemikir dan menyumbang kepada idea-idea baharu seterusnya mampu menyumbang dalam bidang penyelidikan pendidikan masa kini.
As much as we take pride in such successes, the Faculty understands it needs to consider the latest challenges. Hence the Faculty has taken appropriate steps to educate and acculturate our new graduates into becoming thinking individuals who can contribute new ideas and are capable of carrying out cutting-edge research in the field of education.

Salam hormat dan selamat maju jaya!
Regards and all the best for your success!

'LANGKAH KECEMERLANGAN PENDIDIKAN ANDA BERMULA DI SINI'
YOUR EXCELLENCE EDUCATION STEPS STARTS HERE

PROFESOR DR. ROHAIDA MOHD SAAT
DEKAN/*DEAN*
FAKULTI PENDIDIKAN/ *FACULTY OF EDUCATION*
UNIVERSITI MALAYA/ *UNIVERSITY OF MALAYA*

UNIVERSITI MALAYA
UNIVERSITY OF 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 pemacu 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 memperkukuhkan pendidikan tinggi di kedua-dua negeri, status universiti cawangan perlu dinaik taraf kepada universiti kebangsaan. Oleh itu, Akta Parlimen 1961 telah diluluskan dan secara rasminya Universiti Malaya di Kuala Lumpur telah diiktiraf serta mengangkat martabat kepada universiti kebangsaan pada 1 Janujari 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 University of Malaya (UM) was the first university established in Malaya on 8th 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 University of Malaya, Kuala Lumpur was officially recognized as a national university on 1st 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 University of 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 diperkukuhkan dengan tertubuhnya pusat-pusat kecemerlangan di pelbagai pusat pengajian. 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 University of Malaya is supported by the University of 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 University of Malaya continues to place heavy emphasis on research through the establishment of centers of excellence. On 11th October 2006, the University of Malaya was recognized by the Ministers' Council as a research university among the five public universities. On 26th January 2012, the University of Malaya was granted autonomy status by the Ministry of Education (now known as the Ministry of Higher Education). The success of the University of 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 University of 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 memperkukuhkan 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 University of Malaya continues to strengthen its status in the academic world, both within the country and internationally. It has been ranked 114th in the 2018 QS World University Ranking and 27th in the 2016 QS Asian University Ranking. The University of 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 University of Malaya as the best university in Malaysia. On 6th May 2014, another international recognition was achieved when the University of Malaya became the only institution of higher learning in the country to be awarded a 5 star rating by the QS Stars Ratings. The University of 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 University of 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 menjalinkan usahasama dengan institut penyelidikan dan universiti terkemuka dari 71 buah negara. Di antara universiti terkemuka dunia yang menjalinkan kerjasama secara aktif dengan Universiti Malaya adalah:

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

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

University of 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.

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).

Another landmark was in February 2010 when the University established the 'University of 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.

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).

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 University of 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 University of 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.

MAKLUMAT AM FAKULTI PENDIDIKAN
FACULTY OF EDUCATION GENERAL INFO

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 Masters degree and about 3,500 with a Bachelor in Education degree.

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

Integriti *Integrity* **Hormat** *Respect* **Kebebasan Akademik** *Academic Freedom* **Berfikiran Terbuka** *Open-Mindedness* **Kebertanggungjawaban** *Accountability*	**Profesionalisme** *Professionalism* **Meritokrasi** *Meritocracy* **Semangat Kerja Berpasukan** *Teamwork* **Kreativiti** *Creativity* **Tanggungjawab Sosial** *Social Responsibility*

Untuk mencapai wawasan ini, Fakulti telah mengenal pasti objektif yang berikut:
To achieve this mission, the Faculty has identified the following general objectives:

- Untuk menghasilkan guru yang cekap bagi sekolah dan institusi pendidikan lain.
  To produce competent teachers for schools and other educational institutions.

- Untuk menghasilkan pakar dalam semua bidang pendidikan dan pembangunan manusia.
  To produce experts in all areas of education and human development.

- Menjadi pusat pengajian pasca ijazah dan pembangunan manusia.
  To become a postgraduate centre in education and human development.

- Menjadi pusat inovasi, penyelidikan asas dan aplikasinya dalam semua bidang pendidikan dan pembangunan manusia.
  To become a centre of innovation in basic and applied research in all areas of education and human development.

- Menjadi pusat latihan dan perundingan dalam bidang pendidikan dan pembelajaran untuk organisasi dan institusi.
  To become the centre of training and consultation in the field of education for organizations and institutions

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 paradigma dalam sistem pendidikan, Fakulti Pendidikan telah melalui satu siri penstrukturan 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 reorganisation exercises to enable the Faculty to realise its vision and objectives. The latest organisational 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

- Institut Kepimpinanan Pendidikan
  Institute of Educational Leadership

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, University of 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 Bahasa dan Linguistik, dan 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 Languages and Linguistics and 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 University of 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 yang ditawarkan Sarjana Pendidikan secara mod campuran:
The Faculty of Education offers many fields of study for the Master of Education degree. These include for master by mix mode program:

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 Matematik
   Mathematics Education

8. Pendidikan Sains
   Science Education

9. Sosiologi Pendidikan
   Sociology of Education

10. Pendidikan Islam
    Islamic Education

11. Pendidikan Nilai dan Kemanusiaan
    Values Education and Humanities

12. Pendidikan Seni Visual
    Visual Arts Education

13. Pendidikan Awal Kanak-Kanak
    Early Childhood Education

14. Sarjana Teknologi Pengajaran (Reka Bentuk Pengajaran)
    Master of Instructional Technology (Instructional Design)

15. Sarjana Pendidikan - penyelidikan
    Master of Education – research

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

Di samping program Sarjana Pendidikan di atas, Fakulti juga menawarkan beberapa program sarjana pendidikan secara kerja kursus. Di antaranya ialah*:*
Besides the Master of Education programme by mixed mode, the Faculty also offers the following postgraduate programmes by coursework:

1. Sarjana Kaunseling Professional
   Master of Professional Counselling

2. Sarjana Pengurusan Pendidikan
   Master of Educational Management

3. Sarjana Pendidikan Matematik dengan Teknologi
   Master of Mathematics Education with Technology

4. Sarjana Pendidikan Sains dengan Teknologi Maklumat
   Master of Science Education with Information Technology

5. Pendidikan Bahasa Arab
   Arabic Language Education

6. Pendidikan Bahasa Inggeris
   English Language Education

7. Pendidikan Bahasa Malaysia
   Bahasa Malaysia Education

Fakulti Pendidikan menawarkan program Doktor Falsafah Secara Penyelidikan dan juga secara Kursus dan Penyelidikan. 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 coursework and research in three areas of specialisation namely:

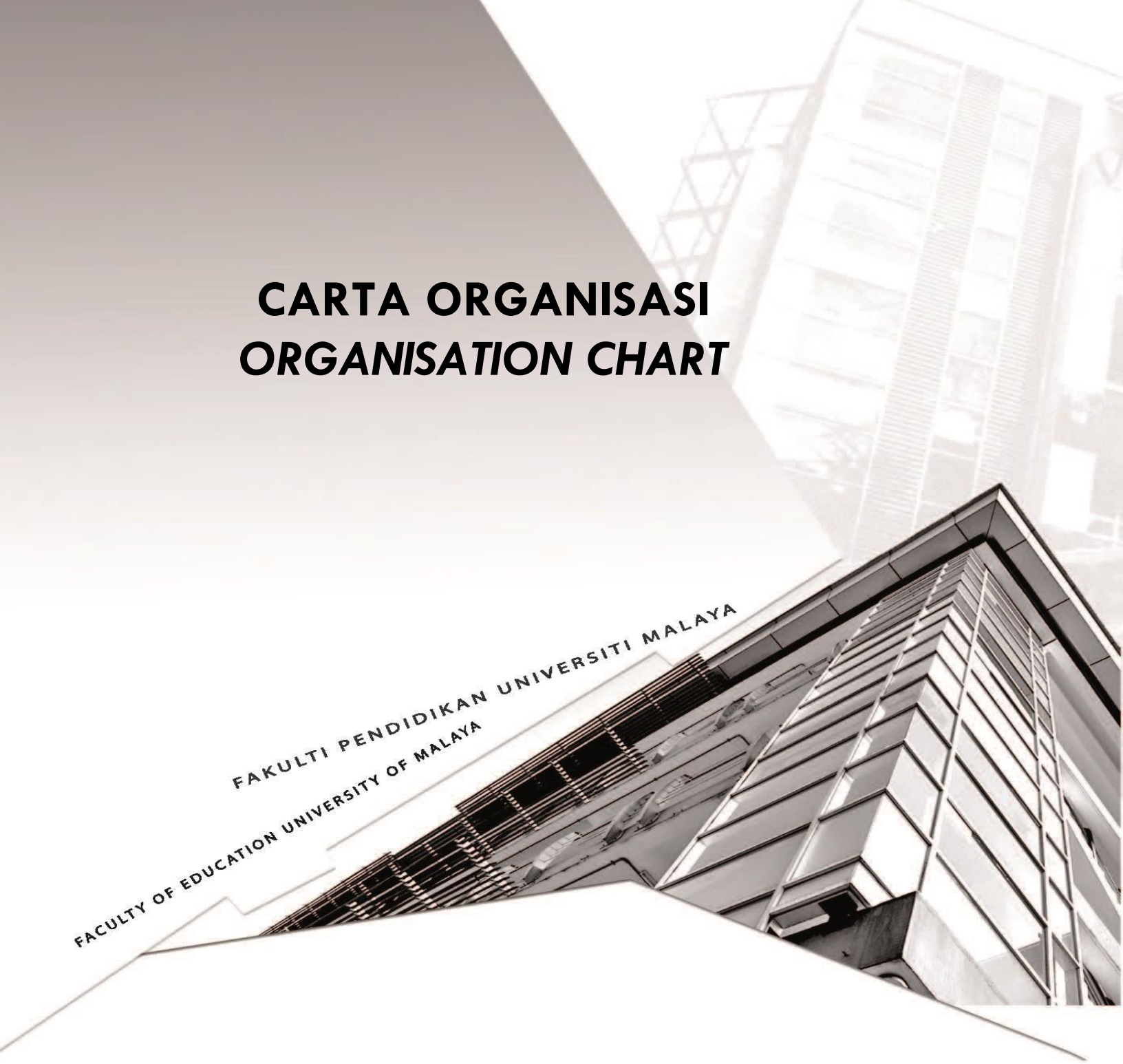
1. Kurikulum dan Pengajaran
   Curriculum and Instruction

2. Pengurusan dan Dasar Pendidikan
   Educational Management and Policy

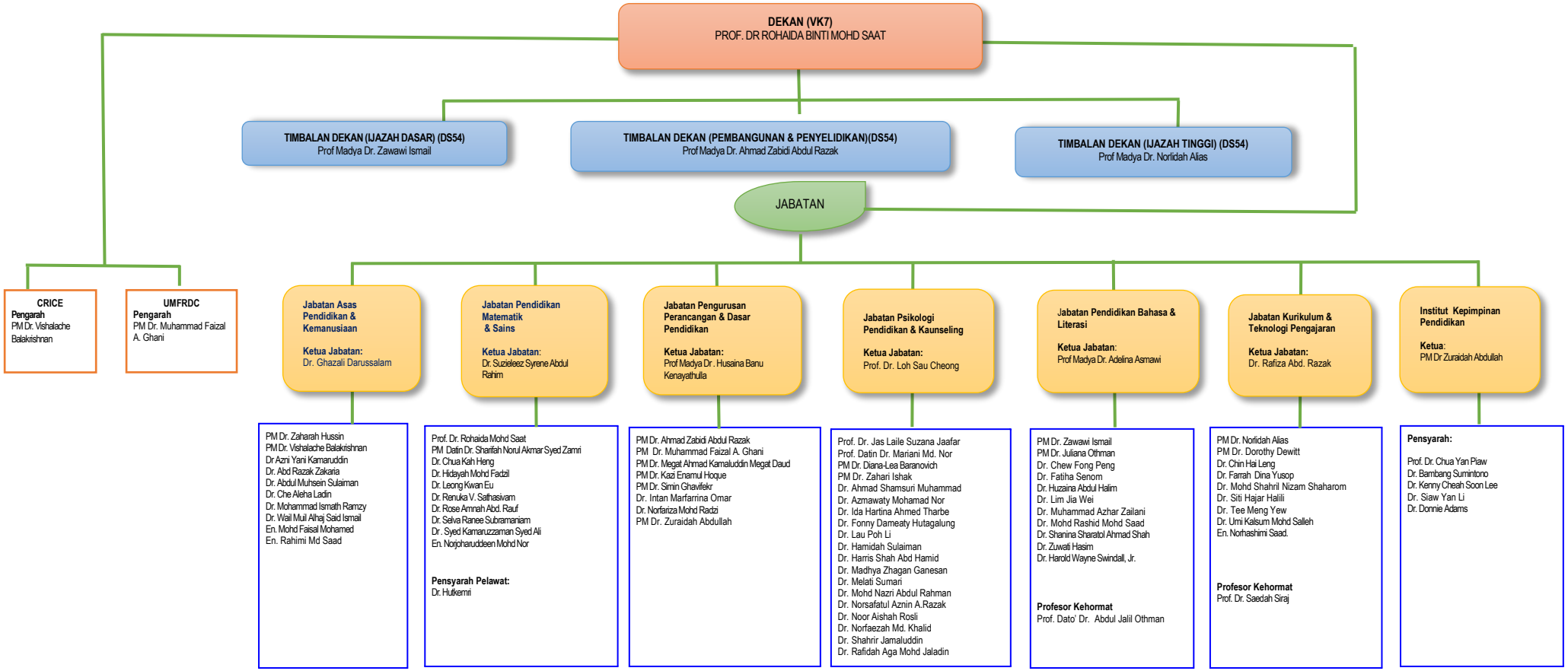
3. Kaunseling
   Counseling

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 berkompetenan 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.

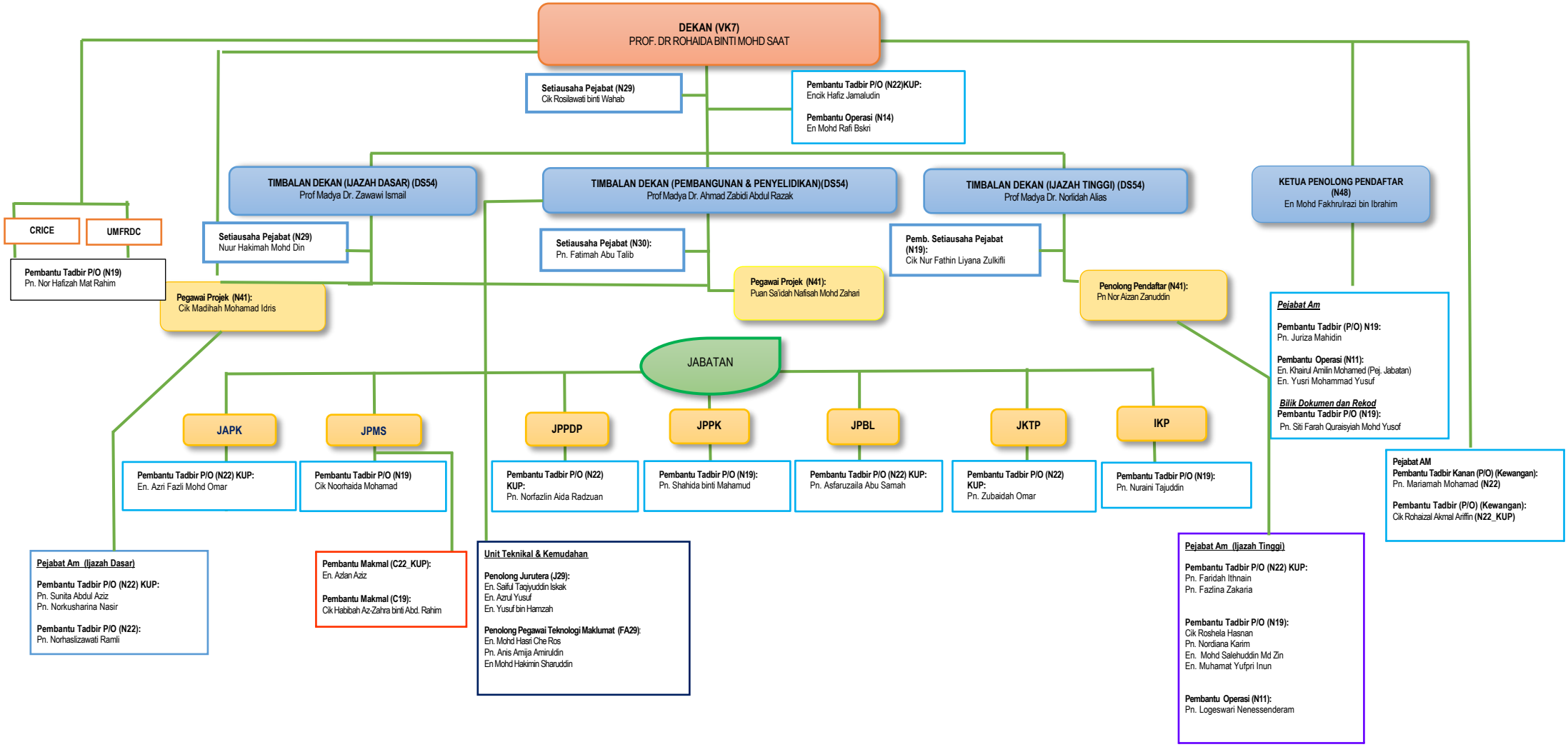
CARTA ORGANISASI
ORGANISATION CHART



Carta Organisasi Akademik
Fakulti Pendidikan, Universiti Malaya



Carta Organisasi Pentadbiran
Fakulti Pendidikan, Universiti Malaya



PENTADBIRAN / PENGURUSAN
ADMINISTRATION / MANAGEMENT

Dekan *Dean*	:	Profesor Dr. Rohaida Mohd Saat BSc(Indiana), MScEd(Indiana), PhD(UPM)
Timbalan Dekan (Ijazah Tinggi) *Deputy Dean (Higher Degrees)*	:	Profesor Madya Dr. Norlidah Alias BEng(Monash), MEd(Mal), PhD(Mal)
Timbalan Dekan (Ijazah Dasar) *Deputy Dean (Undergraduate Studies)*	:	Profesor Madya Dr. Zawawi Ismail BAHons(Yarmouk), DipEd(IIUM), MEd(UKM), PhD(UKM)
Timbalan Dekan (Pembangunan &Penyelidikan) *Deputy Dean (Development & Research)*	:	Profesor Madya Dr. Ahmad Zabidi Abdul Razak BEdHons, MEd(Mal), PhD(Massey)
Ketua Jabatan Asas Pendidikan & Kemanusiaan	:	Mohd Faisal Mohamed BJuris(Al al-Bayt), MA(Portsmouth)
Ketua Jabatan Pendidikan Bahasa & Literasi	:	Profesor Madya Dr. Adelina Asmawi BEdTESLHons, MEd(Tech)(Mal), PhD(Melbourne)
Ketua Jabatan Pengurusan, Perancangan & Dasar Pendidikan	:	Profesor Madya Dr. Husaina Banu Kenayathulla BAct(UIA), DipEd(UIA), MEd(Mal), MSCED(Indiana), PhD(Indiana,USA)
Ketua Jabatan Psikologi Pendidikan & Kaunseling	:	Profesor Loh Sau Cheong CertEd, BEdHons(UKM), MSc, PhD(UPM)
Ketua Jabatan Pendidikan Matematik & Sains	:	Dr. Suzieleez Syrene Abdul Rahim BScEd(Hons)(Mal), MEd(Mal), PhD(Western Australia)
Ketua Jabatan Kurikulum dan Teknologi	:	Dr. Rafiza Abdul Razak BEdTESL(Hons)(UKM), MEd(Mal), PhD(UIA)
Ketua Institut Kepimpinan Pendidikan	:	Profesor Madya Dr. Zuraidah Abdullah DipEd(Mal), BA(Mal), MPRinc(Mal), PhD(Mal)
Ketua Penolong Pendaftar *Senior Assistant Registrar*	:	En. Mohd Fakhrulrazi Ibrahim BSyaHons(Mal), MEdMgmt(Mal)
Penolong Pendaftar (Ijazah Tinggi) *Assistant Registrar (Higher Degrees)*	:	Pn. Nor Aizan Zainuddin BEc(Hons)(Mal)
Pegawai Projek (Ijazah Dasar) *Project Officer (Undergraduate Studies)*	:	Cik Madihah Mohamad Idris B.EdTESL(Mal)
Pegawai Projek (Pembangunan &Penyelidikan) *Project Officer (Development & Research)*	:	Pn. Sa'idah Nafisah Mohd Zahari BHSc (Hons)(IIUM), MPA(Mal)

AHLI-AHLI FAKULTI
FACULTY MEMBERS

JABATAN ASAS PENDIDIKAN DAN KEMANUSIAAN
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND HUMANITIES

Ketua ***Head of Department***	:	**Mohd Faisal Mohamed** **BJuris(Al al-Bayt), MA(Portsmouth)**
Profesor Madya ***Assosiate Professor***	:	**Zaharah Hussin** **BIsEdHons, MEd(Mal), PhD(UKM)**
	:	**Vishalache Balakrishnan** **CertEd(MPIK), Specialist CertEd(MPIK), BEdTESLHons(Mal), MEd(Mal), PhD(VUM,NZ), CertESOL(NZ)**
Pensyarah Kanan ***Senior Lecturer***	:	**Abd. Razak Zakaria** **BAHons(UKM), MA(UKM), PhD(Mal)**
	:	**Abdul Muhsien Sulaiman** **BIsIEd, MEd, PhD(Mal)**
	:	**Wail Muin Alhaj Said Ismail** **BSc, MEd, PhD(Yarmok)**
	:	**Che Aleha Ladin** **CertEd(MPTB), Bed(Hons) Art, Med(art), PhD(UPSI)**
	:	**Azni Yati Kamaruddin** **B.Ed (Tesl) (Hons) (Mal), M.Ed (Mal), Ph,D (Victoria)**
Pensyarah ***Lecturer***	:	**Rahimi Md Saad** **BAHons(Yarmouk), DipEd(IIUM), MEd(Mal)**
Pensyarah Kanan Pelawat ***Visiting Senior Lecturer***	:	**Mohammad Ismath Ramzy** **BA (Hons), MA(ISU), MA (AMIUM), PhD (UIAM)**
Pengajar-Skim Latihan Akademik Bumiputra ***Tutor-Bumiputra Academic Training Scheme/SLAI***	:	**Mohamad Muhidin Patahol Wasli** **BIsIEd, MEd(Mal)**

JABATAN PENDIDIKAN BAHASA DAN LITERASI
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION

Ketua ***Head of Department***	:	**Adelina Asmawi** **BEdTESLHons, MEd(Tech)(Mal), PhD(Melbourne)**
Profesor Kehormat ***Honorary Professor***	:	**Abdul Jalil Othman (Dato')** **CertEd(MPSAH), BEdHons(UPM), MEd(Mal), PhD(Mal)**
Profesor Madya ***Associate Professor***	:	**Juliana Othman** **BEdTESOLHons(Moray Hse, UK), MA, PhD(Reading)**
	:	**Zawawi Ismail** **BAHons(Yarmouk), DipEd(IIUM), MEd(UKM), PhD(UKM)** **Adelina Asmawi** **BEdTESLHons, MEd(Tech)(Mal), PhD(Melbourne)**
Pensyarah Kanan ***Senior Lecturer***	:	**Muhammad Azhar Zailaini** **BAHons(Morocco), DipEd(IIUM), MEd(Mal), PhD(Mal)**
	:	**Chew Fong Peng** **BAHons, DipEd(UKM), MA, PhD(UKM)**
	:	**Mohd Rashid Mohd Saad** **BEdTESLHons(UKM), MEd(Leeds), PhD(Mal)**
	:	**Zuwati Hasim** **BEdTESLHons, MAESL(UKM), PhD(Waikato,NZ)**
	:	**Shanina Sharatol Ahmad Shah** **BEdTESOLHons(Surrey,UK), MEdTESL (Mal), PhD(Mal)**
	:	**Huzaina Abdul Halim** **CertEd(MPIK),DipBanking(ITM),BEdTESLHons,MScTESL(UPM), PhD(London)**
	:	**Fatiha Senom** **BEdTESL(Mal), PhD(Mal)**
	:	**Lim Jia Wei** **Bed(TESL), M.A.(Mal), Mphil, PhD(Cambridge)**
Pensyarah Pelawat ***Visiting Lecturer***	:	**Harold Wayne Swindall Jr** **B.A(Thomas More), M.A(Claremont), PhD(California)**

JABATAN PENDIDIKAN MATEMATIK DAN SAINS
DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION

Ketua ***Head of Department***	:	**Suzieleez Syrene Abdul Rahim** **BScEd(Hons)(Mal), MEd(Mal), PhD(Western Australia)**
Profesor ***Professor***	:	**Rohaida Mohd Saat** **BSc(Indiana), MScEd(Indiana), PhD(UPM)**
Profesor Madya ***Associate Professor***	:	**Sharifah Norul Akmar Syed Zamri (Datin)** **BSc(Ohio), MEd(Ohio), PhD(Mal)**
Pensyarah Kanan ***Senior Lecturer***	:	**Leong Kwan Eu** **BSc Ed(Hons)(Mal), MMEdICT(Mal), MSc. (Columbia), MA(Columbia), MPhil (Columbia), PhD(Columbia, New York)**
	:	**Renuka a/p V.Sathasivam** **BSc(Mal), MEd(Mal), MSc(Mal), PhD(Mal)**
	:	**Rose Amnah Abd. Rauf** **BSc(UTM), MSc(Warwick), PhD(UKM)**
	:	**Selva Ranee a/p S.Subramaniam** **BSc(USA), DipEd.(Mal), MEd.(Mal), PhD(UKM)**
	:	**Syed Kamaruzaman Syed Ali** **BPend,(UNIMED), MSc(UPM), PhD(UPSI)**
	:	**Hidayah Mohd Fadzil** **BSc.Ed(Mal), PhD(Mal)**
	:	**Chua Kah Heng** **BSc Ed(Hons)(USM), MEd.(USM), PhD(USM)**
	:	**Hutkemri** **S.Pd (UNRI), MEd (UKM), PhD (UKM)**
Pensyarah ***Lecturer***	:	**Norjoharuddeen Mohd Nor** **BSc (Queensland), MEd (Houston), SPLI (MPTI)**
Pengajar-Skim Latihan Akademik Bumiputra ***Tutor-Bumiputra Academic Training Scheme/SLAI***	:	**Annisaa Basar** **BSc (UiTM), Msc (UiTM)**

JABATAN PSIKOLOGI PENDIDIKAN DAN KAUNSELING
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Ketua ***Head of Department***	:	**Loh Sau Cheong** **CertEd, BEdHons(UKM), MSc, PhD(UPM)**
Profesor ***Professor***	:	**Jas Laile Suzana Jaafar** **BAHons, DipEd (UKM), MSc(Belfast), PhD (Lancaster)**
	:	**Mariani Md. Nor (Datin)** **BScEd(Mal), MPhil, PhD(Bristol)**
		Loh Sau Cheong **CertEd, BEdHons(UKM), MSc, PhD(UPM)**
Profesor Madya ***Associate Professor***	:	**Diana Lea-Baranovich Shoup** **B.ME(Loyola), M.ED(Loyola), MTP (Institute of Transpersonal Psychology), EdD(California Coast), Psy D (California Southern University)**
	:	**Zahari Ishak** **CertEd, BEdHons, MSc(UPM), PhD(Mal)**
Pensyarah Kanan ***Senior Lecturer***	:	**Fonny Dameaty Hutagalung** **BPsyc(UMA), MA(UKM), PhD(UKM)**
	:	**Lau Poh Li** **BCouns, PhD(Mal)**
	:	**Melati Sumari** **BIsEdHons, MEd(Mal), PhD(W Michigan)**
	:	**Rafidah Aga Mohd Jaladin** **CertEd(S.Australia), BScHons(UWA), MCouns(Mal), PhD(Monash)**
	:	**Madhya Zhagan a/l Ganesan** **B.Sp.Ed, M.Sp.Ed, PhD(UKM)**
	:	**Hamidah Sulaiman** **BEd(UPM), MA(UKM), PhD(Mal)**
	:	**Ida Hartina Ahmed Tharbe** **BScHons(Kent), MA(UPM), PhD(UKM)**
	:	**Noor Aishah Rosli** **BHScHons(IIUM), MSc(UUM), PhD(Marquette,USA)**
	:	**Mohd Nazri Abdul Rahman** **B.EconomicsHons, M.Education(Mal), PhD(Mal)**
	:	**Azmawaty Mohamad Nor** **B.Business(Property) (Melbourne), MCouns(Mal), PhD(Mal)**
	:	**Ahmad Shamsuri Muhamad** **BCouns(Mal), MCouns(Mal), PhD(Mal)**
	:	**Norfaezah Md. Khalid** **BCouns(Mal), PhD(Mal)**
	:	**Norsafatul Aznin A. Razak** **BCouns(Mal), PhD(Mal)**
	:	**Harris Shah Abd Hamid** **BAHons(Guelph), MSc(UCL), PhD(Loughborough)**

JABATAN KURIKULUM DAN TEKNOLOGI PENGAJARAN
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

Ketua ***Head of Department***	:	**Rafiza Abdul Razak** **BEdTESL(Hons)(UKM), MEd(Mal), PhD(UIA)**
Profesor Kehormat ***Honorary Professor***	:	**Saedah Siraj** **BAHons(UM), DipEd, MEd(UM), PhD(Pittsburgh)**
Profesor Madya **Associate Professor**	:	**Norlidah Alias** **BEng(Monash), MEd(Mal), PhD(Mal)**
	:	**Dorothy Dewitt** **BScEd(Mal), Med(Mal), PhD(Mal)**
		Farrah Dina Yusop **B.Mgt.Edu(Info Tech)(Hons)(UUM), MIT(UM)(Mal), PhD(iowa State)**
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)**
	:	**Siti Hajar Halili** **BScHons(UiTM), MAEduTech(USM), PhD(USM)**
	:	**Tee Meng Yew** **BSc(Kansas), BA(Kansas), MBA(Kansas), PhD(Kansas)**
	:	**Umi Kalsum Mohd Salleh** **BAHons(USM), DipEd(USM), MEd(UKM), PhD(Adelaide)**
	:	**Nor Nazrina Mohamad Nazry** **BICTHons(UTP), MComp(ANU), PhD(Sheffields)**
Pensyarah ***Lecturer***	:	**Norhashimi Saad** **BIsEdHons(Mal), MAED(Warwick)**
Pengajar-Skim Latihan Akademik Bumiputra **Tutor-Bumiputra Academic Training Scheme/SLAI**	:	**Norharyanti Mohsin** **BAHons (UM), MIT (UM)**

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

Ketua ***Head of Department***	:	**Husaina Banu Kenayathulla** **BAct(UIA), DipEd(UIA), MEd(Mal), MscEd(Indiana, USA), PhD(Indiana, USA)**
Profesor Madya ***Associate Professor***	:	**Muhammad Faizal A. Ghani** **BBA(UUM), DipEd(MTC),ESL(Indiana), MBA(UKM), PhD(Mal)**
	:	**Husaina Banu Kenayathulla** **BAct(UIA), DipEd(UIA), MEd(Mal), MscEd(Indiana), PhD(Indiana)**
	:	**Ahmad Zabidi Abdul Razak** **BEdHons, MEd(Mal), PhD(Massey, New Zealand)**
	:	**Megat Ahmad Kamaluddin Megat Daud** **BA, MSc(St.Thomas Miami), PhD(Mal)**
	:	**Kazi Enamul Hoque** **BA(Dhaka), B.Ed(Rejshahi), MSS(Dhaka), M.Ed(Darul Ehsan), PhD(USM)**
	:	**Zuraidah Abdullah** **DipEd(Mal), BA(Mal), MPRinc(Mal), PhD(Mal)**
	:	**Simin Ghavifekr** **BEd(IAU), MEd(UPM), PhD(Mal)**
Pensyarah Kanan ***Senior Lecturer***	:	**Norfariza Mohd Radzi** **BAcc(Uniten), MBA(UPM), PhD(Mal)**
	:	**Intan Marfarrina Binti Omar** **BA (UTM), PhD (UTM)**

INSTITUT KEPIMPINAN PENDIDIKAN
INSTITUTE OF EDUCATIONAL LEADERSHIP

Ketua ***Head of Department***	:	**Zuraidah Binti Abdullah** **Dip.Ed (UM), BMals(Hons)(UM), MPrinc. (UM), PhD (UM)**
Profesor ***Professor***	:	**Chua Yan Piaw** **Cert of Art (MIA), Dip. Education (UPM), BSc (Hons) (Chem & Maths) (UPM), MSc (UPM), PhD, (UPM)**
Pensyarah Kanan ***Senior Lecturer***	:	**Bambang Sumintono** **Dip. (Pendidikan Kimia) (Indonesia), BChemEdu (Indonesia), Med (Administration)(Aus), PhD (Wellington, NZ)**
	:	**Donnie Adams A/L Paramasivam** **BEd(Hons) (Education) (UniRazak), PhD (UM)**
	:	**Kenny Cheah Soon Lee** **BSc (Applied) (UPM), MEd (Mgmt) (UM), PhD (UM)**
	:	**Siaw Yan Li** **BSc (Human Development) (UPM), MSc(UPM), PhD. (UPM)**

KAKITANGAN SOKONGAN (BUKAN AKADEMIK)
SUPPORT STAFF (NON ACADEMIC)

KAKITANGAN SOKONGAN
SUPPORT STAFF

Pejabat Dekan ***Dean's Office***	**Rosilawati Wahab** **Hafiz Jamaludin** **Mohd Rafi Bakri**
Pejabat Timbalan ***Deputy Dean's Office***	**Fatimah Abu Talib** **Nuur Hakimah Mohd Din** **Nur Fathin Liyana Zulkifl**
Jabatan ***Deparment***	**Asfaruzaila Abu Samah** **Azri Fazli Mohd Omar** **Khairul Amilin Mohamed** **Noorhaida Mohamad** **Norfazlin Aida Radzuan** **Shahida Mahamud** **Zubaidah Omar**
Pejabat Am ***General Office***	**Juriza Mahidin** **Mariamah Muhammad** **Rohaizal Akmal Ariffin** **Yusri Mohammad Yusuf** **Ijazah Tinggi/ *Higher Degree*** **Fazlina Zakaria** **Faridah Ithnain** **Logeswari Nanessenderam** **Mohd Salehuddin Md Zin** **Muhamat Yufpri Inun** **Nordiana Karim** **Roshela Hasnan** **Ijazah Dasar/ *Undergraduate Degree*** **Norkusharina Nasir @ Nasarudin** **Norhaslizawati Ramli** **Sunita Abdul Aziz**
Institut Kepimpinan Pendidikan (IKP) ***Institute of Educational Leadership***	**Nuraini Mohd Tajuddin**
Bilik Dokumen & Rekod ***Record & Document Room***	**Siti Farah Quraisyiah Mohd Yusof**
Pusat Penyelidikan dan Pembangunan Keluarga ***University of Malaya Family Research and Development Centre (UMFRDC)*** **&** ***Centre for Research in International and Comparative Education (CRICE)***	**Nor Hafizah Mat Rahim**

KAKITANGAN SOKONGAN
SUPPORT STAFF

Unit Kemudahan
Facilities Units

Blok A ***Block A***
Mohd Hakimin Sharuddin
Yusuf Hamzah

Blok B ***Block B***
Azrul Yusuf
Mohd Hasri Che Ros

Blok C ***Block C***
Mohd Hakimin Sharuddin
Yusuf Hamzah

Blok D ***Block D***
Anis Amija Amiruldin
Azrul Yusuf

Blok E ***Block E***
Mohd Hasri Che Ros
Saiful Taqiyuddin Iskak

Auditorium ***Auditorium***
Anis Amija Amiruldin
Azrul Yusuf
Mohd Hakimin Sharuddin
Mohd Hasri Che Ros
Saiful Taqiyuddin Iskak

Menara Pendidikan ***Education Tower***
Mohd Hakimin Sharuddin
Saiful Taqiyuddin Iskak

Blok Pentadbiran ***Administrative Block***
Anis Amija Amiruldin
Saiful Taqiyuddin Iskak
Yusuf Hamzah

Makmal Sains Serbaguna ***Multipurpose Science Laboratory***
Azlan Aziz
Habibah Az- Zahra Abd Rahim

Pusat Pencetus Bakat & Latihan Industri (CITra)
Centre for the Initiation of Talent & Industrial Training Centre (CITra)
Anis Amija Amiruldin
Saiful Taqiyuddin Iskak
Yusuf Hamzah

PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH DOKTOR FALSAFAH) 2019

UNIVERSITY OF MALAYA (DEGREE OF DOCTOR OF PHILOSOPHY) REGULATIONS 2019

PROGRAM IJAZAH DOKTOR FALSAFAH
DOCTOR OF PHILOSOPHY PROGRAMMES

SESI/*SESSION* 2019/2020

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
UNIVERSITY OF MALAYA (DOCTORAL DEGREE) RULES 2019

1. Jenis Program/ *Programme Type*

Program ini adalah secara Penyelidikan sepenuhnya dimana di akhir program membawa kepada penghasilan tesis.
This is a programme by research, which will lead to the production of a thesis.

2. Struktur Program / Programme Structure

Setelah didaftarkan, calon akan mengikuti kursus pengajian tinggi yang diluluskan (mungkin termasuk kerja kursus yang ditetapkan) dan penyelidikan di bawah arahan dan penyeliaan penyelia (atau penyelia-penyelia) bagi tempoh tidak kurang dari empat semester bagi calon penuh masa dan tidak kurang dari enam semester bagi calon sambilan.
Tertakluk kepada persetujuan Senat, seseorang calon mungkin dibenarkan mengikuti kursus pengajian dan penyelidikannya di universiti atau di institusi pendidikan/ penyelidikan lain. Sekiranya tempat penyelidikan yang diluluskan itu terletak di luar dari Malaysia, calon itu dikehendaki memenuhi syarat bermastautin selama dua belas bulan di Universiti Malaya.
After registration, the candidate will undergo a higher education course that is approved (this might include a fixed coursework) and research under the direction and supervision of the supervisor (or supervisors) for a duration of at least four semesters for full time candidates and at least six semesters for part time candidates.
Subject to the consent of the Senate, a candidate may be allowed to follow courses of study and research in other universities or other educational/research institutions. If the approved research site is located outside Malaysia, the candidate is required to meet the requirements of twelve months residence at the University of Malaya

3. 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 2.00 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 diperakukan oleh Senat Universiti Malaya.
Has other equivalent qualifications recognised by the Malaysian Government and approved by the University of 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 Univeristy before the degree is conferred.

4. 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

5. 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*

6. PEMOHONAN SEBAGAI CALON DOKTOR FALSAFAH/ *APPLICATION FOR PhD CANDIDATES*

(1) Tiap-tiap calon dikehendaki mengemukakan kenyataan lengkap mengenai kelayakan dan pengalaman yang bersabitan. Sebagai tambahan, calon harus mengemukakan Prospektus menghuraikan penyelidikan yang dicadangkan. Huraian sepanjang 1,000 - 1,500 perkataan harus dilengkapi dengan
Every candidate is required to submit a complete statement of qualifications and experience. In addition, candidates must submit the Prospectus describing the proposed research. Explanation over 1.000 to 1.500 words must be equipped with

(a) Latar belakang masalah yang akan diselidik, termasuk sorotan rujukan yang berkenaan
The background of the problem to be investigated, including the literature review

(b) Pernyataan masalah yang akan diselidik dan
Statement of the problem to be investigated and

(c) Tujuan, kepentingan dan batasan kajian
The purpose, importance and limitations of the study

(2) Calon perlu menunjukkan pengetahuan yang cukup dengan mengemukakan kerangka teori (theoretical framework) bagi penyelidikan yang dirancangkan itu.
The candidate must demonstrate adequate knowledge by presenting theoretical framework (Theoretical framework) for the planned research.

(3) Biasanya calon dikehendaki menunjukkan bukti keupayaan penyelidikannya dalam bidang yang dipilih. Laporan daripada dua orang penyokong atau penilai yang dapat mempastikan pengalaman ini adalah dikehendaki. Calon mungkin juga dikehendaki menghadiri satu temuduga.
Normally, candidates are required to show evidence of research capabilities in selected areas. Report of two referees or assessors who will ensure existence of the relevant experience is required. Candidates may also be asked to attend an interview.

(4) Pemohon adalah dinasihatkan supaya mendapat nasihat dari kakitangan pendidikan sebelum mengemukakan prospektus mereka.
Applicants are advised to seek advice from the education staff before submitting their prospectus.

(5) Permohonan mestilah dibuat secara atas talian melalui laman web Institut Pengajian Siswazah. Semua permohonan akan dipertimbangkan oleh fakulti.
Application must be made online from the Institute of Graduate Studies website. All applications will be considered by the Faculty.

(6) Struktur Program / Programme Structure
Setelah didaftarkan, calon akan mengikuti kursus pengajian tinggi yang diluluskan (mungkin termasuk kerja kursus yang ditetapkan) dan penyelidikan di bawah arahan dan penyeliaan penyelia (atau penyelia-penyelia) bagi tempoh tidak kurang dari empat semester bagi calon penuh masa dan tidak kurang dari enam semester bagi calon sambilan.
Once registered, candidates will follow an approved course of higher education (may include prescribed course work) and research under the direction and supervision of the supervisor (or supervisors) for a period of not less than four semesters for full-time candidates and not less than six semesters for part-time candidates.

Tertakluk kepada persetujuan Senat, seseorang calon mungkin dibenarkan mengikuti kursus pengajian dan penyelidikannya di universiti atau di institusi pendidikan/ penyelidikan lain. Sekiranya tempat penyelidikan yang diluluskan itu terletak di luar dari Malaysia, calon itu dikehendaki memenuhi syarat bermastautin selama dua belas bulan di Universiti Malaya.
Subject to the consent of the Senate, a candidate may be allowed to follow courses of study

and research in other universities or other educational/research institutions. If the approved research site is located outside Malaysia, the candidate is required to meet the requirements of twelve months residence at the University of Malaya.

(7) Tempoh Pencalonan / Candidature Period

Tempoh maksimum pencalonan seorang calon Doktor Falsafah ialah enam tahun akademik, dikira dari tarikh permulaan pendaftaran. Tempoh minimum pencalonannya ialah empat semester.
Maximum period of candidature for a PhD candidate is six academic years, calculated from the date of initial registration. The minimum period of candidature is four semesters.

7. KEHADIRAN DAN PENYELIAAN IJAZAH TINGGI/ ATTENDANCE AND SUPERVISION OF HIGH DEGREE

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.

8. 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) 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). 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 to 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 diperakukan 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.

9. PENAMATAN PENCALONAN/ TERMINATION OF CANDIDATURE

Penamatan pencalonan seseorang calon ijazah tinggi boleh berlaku atas sebab-sebab berikut:
Termination of candidature of any candidate could have happened for the following reasons:\

(i) Penarikan Diri/ *Withdrawal*:

(ii) Atas permohonan secara bertulis oleh calon untuk menarik diri.
Upon application in writing by the candidate to withdraw.

(iii) Luput/ *Lapse*:
Pencalonan dianggap luput apabila calon gagal mendaftarkan diri atau membaharui pencalonan-nya pada permulaan tiap-tiap sesi akademik.
Candidature nomination is considered lapsed when the candidate fails to register or renew his or her candidature at the beginning of every academic session.

(iv) Penamatan/ *Termination*:
Pencalonan akan tamat jika calon gagal menyempurnakan pengajiannya dalam tempoh maksimum yang ditetapkan.
Candidature will expire if the candidate fails to complete the study within the prescribed maximum period.
Senat, atas perakuan Jawatankuasa Pengajian Ijazah Tinggi dan Fakulti, boleh membenarkan perlanjutan pencalonan, dan menetapkan syarat baginya, sekiranya permohonan untuk melanjutkan pencalonan dibuat secara bertulis kepada Fakulti.
The Senate, on the recommendation of the Postgraduate Studies Committee and the Faculty, may grant an extension of candidature, and set the conditions if the application for extension of the candidature is made in writing to the Faculty.

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-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.

12. GARISPANDUAN MENYEDIAKAN CADANGAN PENYELIDIKAN (SEMINAR 1 DAN SEMINAR DUA) / *PROVIDING GUIDELINES FOR RESEARCH PROPOSALS (PROPOSAL DEFENCE AND CANDIDATURE DEFENCE)*

Seseorang calon Doktor Falsafah dikehendaki menyerahkan secara rasmi cadangan penyelidikannya untuk kelulusan Jawatankuasa peringkat Jabatan selewat-lewatnya lima semester selepas tarikh pendaftaran permohonan.
A PhD candidate is required to submit a formal research proposal for approval at the Department level Committee at least five semesters after the date of the registration application.

Lima salinan cadangan yang ditaip dengan menggunakan dua jarak atas kertas yang bersaiz A4, harus diserahkan kepada Jabatan mengikut program masing-masing.

Fiver typed copies of the proposal using double spacing on A4 size paper, should be submitted to the Department of the Programmes.

Satu Jawatankuasa Penasihat Penyelidikan yang dianggotai oleh Ketua Jabatan sebagai pengerusi, penyelia (atau penyelia-penyelia) dan penyemak yang dilantik akan menyemak cadangan penyelidikan dan menemuduga calon berkenaan.
A Research Advisory Committee consisting of the Head of Department as chairman, the supervisor (or supervisors) and the reviewer will review research proposals and interview the candidate.

Calon juga dikehendaki mempertahankan cadangannya semasa ditemuduga oleh Jawatankuasa Penasihat Penyelidikan.
Candidates are also required to defend the proposal during an interview by the Research Advisory Committee.

Cadangan ini biasanya mengandungi aspek-aspek di bawah:
The proposal generally contains the aspects below:

(a) Penghuraian mengenai masalah penyelidikan, termasuk hipotesis atau pembentukan soalan-soalan penyelidikan yang tepat.
Description of research problems, including the formation of exact hypotheses or research questions.

(b) Penerangan jelas mengenai tujuan, kepentingan dan batasan penyelidikan dari segi konteks, teori dan amalannya.
A clear description of the purpose, importance and limitations in the context of research, theory and practice.

(c) Tinjauan bahan yang berkenaan berkaitan dengan penyelidikan yang akan dijalankan termasuk penjelasan mengenai tanggapan yang dibuat untuk kajian serta perkaitan kajian dengan sorotan kajian penyelidikan yang telah diikuti.
Review the relevant materials related to research will include an explanation of the assumptions for the study and highlight the relevance of research studies that have followed.

(d) Ringkasan mengenai rekabentuk kajian termasuk keterangan dan penjelasan metodologi atau prosedur yang digunakan.
A summary of the research design, including information and details of methodology or procedure used.

(e) Penjelasan yang memuaskan mengenai penyelidikan dan analisisan data yang akan digunakan.
A satisfactory explanation of the research and data analysis to be used.

(f) Lampiran-lampiran, termasuk soalselidik atau alat-alat penyelidikan dan maklumat yang berkenaan jika ada.
Appendices, including the questionnaire or the research tools and relevant information if available.

(g) Bibliografi.
Bibliography.

13. PENYERAHAN TESIS/ *SUBMISSION OF THESIS*

(a) Syarat-syarat khas/ Special conditions:

(i) Enam (6) tesis berkulit nipis diserahkan untuk pemeriksaan. Tesis hendaklah ditaip dua spasi ataupun dicetak di atas kertas bersaiz A4, kecuali untuk lukisan atau peta yang tidak mempunyai had saiz kertas. Ruang berukuran 4 sentimeter hendaklah disediakan di sebelah kiri. Tajuk atau ringkasan tajuknya serta nama pengarang hendaklah dicetak dalam huruf besar di tulang belakang tesis. Abstrak atau sinopsis yang tidak melebihi

500 perkataan hendaklah dijadikan prakata kepada tesis.
Six (6) thesis in hard cover must be submitted for examination. The thesis must be typed or printed double space on A4 size paper, except for drawings or maps that do not have the paper size limit. Space measuring 4 centimeters shall be provided on the left. Title or abbreviated title and author's name should be printed in block letters on the spine. Abstract or synopsis not exceeding 500 words should be the preface to the thesis.

(ii) Tesis yang telah diperiksa itu dan mengandungi mana-mana pembetulan jika ada, hendaklah dijilid dalam kulit tebal berjenis reksin berwarna merah tua (dark red rexine).
Tiga (3) naskhah tesis tersebut hendaklah diserahkan kepada Universiti.
The thesis that has been inspected and contains any corrections if any, shall be bound in dark red rexine. Three (3) copies of the thesis are to be submitted to the University.

(iii) Sebuah tesis Doktor Falsafah tidak boleh melebihi 100,000 perkataan (tidak termasuk notakaki, lampiran, jadual dan rajah) kecuali dalam kes di mana kebenaran khas telah diberi oleh Universiti untuk melebihi had ini. Sebagai tambahan, sebuah abstrak yang tidak melebihi 500 perkataan perlu dikemukakan secara berasingan oleh calon Doktor Falsafah.
A PhD thesis must not exceed 100,000 words (not including the footnote, appendices, tables and figures), except in cases where special permission has been granted by the University to exceed this limit. In addition, an abstract not exceeding 500 words should be submitted separately by the PhD candidate

(b) Format manuskrip
Format of the manuscript
Pada kebiasaannya, tiap-tiap manuskrip mengandungi tiga bahagian utama; permulaan, teks dan tambahan termasuk rujukan atau bibliografi. Susunan tiap-tiap bahagian ini harus ditentukan oleh calon atas nasihat penyelianya. Butir lanjut mengenai format dan isi kandungan tiap-tiap bahagian boleh didapati dalam Panduan Penyediaan Tesis, Disertasi dan Laporan Penyelidikan yang disediakan oleh Fakulti Pendidikan.
Usually, every manuscript contains three main parts: the beginning, the text and references or bibliography. The arrangement of every part should be determined by the candidate on the advice of his or her supervisor. Further details on the format and content of each part can be found in the Guide to the Preparation of Thesis, Disertasi and Reserch Report, prepared by the Faculty of Education.

14. 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.

15. OBJEKTIF PENDIDIKAN PROGRAM/ *ROGRAMME 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 :Menyebarkan hasil penyelidikan dan / atau memberi nasihat kepakaran secara beretika dan professional
Disseminate research findings and/or provide ethical and professional expert consultation

16. **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***
PO1	Mengkonstruk pengetahuan baru dan menyumbang kepada literatur penyelidikan dalam bidang pengkhususan yang berkait dengan profesion graduan *Construct new knowledge and contribute to research literature in specialized fields related to the graduant's profession*
PO2	Memperkukuhkan pengetahuan dan ketrampilan teoretikal, empirical dan pratikal dalam bidang pengkhususan graduan *Strengthen knowledge and theoretical skills, empirical and practical, in the graduant's specialized field*
PO3	Mempraktik akauntabiliti dan tanggungjawab sosial berkaitan dengan bidang pengkhususan kepada pihak-pihak tertentu khususnya masyarakat sekitar *Practice accountability and social responsibility related to the field of specialization to respective parties, especially the surrounding community*
PO4	Penyelia pakar dalam kerja-kerja penyelidikan atau kerjaya profesional dalam bidang pengkhususan masing-masing serta dapat menyumbang kepakaran kepada komuniti intelektual kebangsaan dan sejagat *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.*
PO5	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang pengkhususan masing-masing *Apply ethics and best practices in a professional manner in their respective fields of specialization*
PO6	Mempamerkan nilai kepimpinan, kemahiran penyelesaian masalah secara rasional dan saintifik dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang pengkhususan berkaitan *Display leadership qualities, rational and scientific problem solving skills and collaborate with various parties to carry out activities in their respective field of specialization.*
PO7	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 *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*.

17. KEPERLUAN PROGRAM/ *PROGRAMME REQUIREMENTS*

(1) **SYARAT PENCALONAN**
CANDIDATURE REQUIREMENTS

Mengikuti Kursus Metodologi Penyelidikan (sekurang-kurangnya 3 jam kredit) tidak lewat dari semester kedua pencalonan;
Attend 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
(ii) PWA8005 - Kaedah Kualitatif dalam Penyelidikan Pendidikan
(i) PWA8001 Quantitative Research Approaches in Education or
(ii) PWA8005 Qualitative Research Approaches in Education

(fulfil attendance requirements for the University Bahasa Malaysia course not later than the second (2nd) semester of candidature;) additional for International student.

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;

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;

Membentangkan kemajuan penyelidikan dalam Tesis Seminar sebelum penyerahan tesis;
Present your research progress at Thesis Seminar before the submission of thesis for examination;

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) afticle 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 University of Malaya Press or Dewan Bahasa dan Pustaka or any publishers listed and recognized by the Faculty

atau; or;

iii. sekurang-kurangnya satu (2) penerbitan dalam jurnal benruasit 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:

- Aftikel dalam jurnal kategori A:
  Jurnal di senaraikan dalam indek Scopus
  Articles in Category A journals:
  Journals indexed in the Scopus citation database

- Aftikel 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 University of 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;

Memenuhi syarat mastautin untuk tempoh dua belas (12) bulan.
Fulfil the residential requirements of twelve (12) months.

i. Mengikuti dan lulus kursus Metodologi Penyelidikan;
ii. Membentangkan dalam Proposal Defence;
iii. Membentang dalam Candidature Defence;
iv. Membentang dalam Seminar Tesis sebelum penyerahan tesis untuk peperiksan;
v. Konsultasi bersemuka dengan penyelia seperti mana yang ditetapkan oleh Fakulti; dan
vi. Penyertaan dalam aktiviti Fakulti seperti mana yang ditetapkan oleh Fakulti

(2) **KEHADIRAN DAN PENYELIAAN IJAZAH TINGGI/ *ATTENDANCE AND HIGHER DEGREE 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) **PANJANG PATAH PERKATAAN TESIS/ *LENGTH OF THESIS***

Panjang patah perkataan tesis perlu secara am berada dalam julat 80,000 - 100,000 patah perkataan. Jumlah maksimum panjang patah perkataan adalah tidak termasuk *footnotes*, rujukan, lampiran, jadual, rajah dan kata pengantar. Calon yang mahu melepasi had jumlah patah perkataan yang ditetapkan perlu memohon kepada Senat melalui Fakulti tersendiri sekurang-kurangnya tiga bulan sebelum tarikh penyerahan tesis untuk pemeriksaan dan memberikan sebab-sebab mengapa calon tidak boleh menetapi jumlah patah perkataan yang telah ditetapkan.
Length of thesis should generally be in the range 80,000 - 100,000 words. The maximum length of words excludes footnotes, references, appendices, tables, figures and prefaces. A candidate who wishes to exceed the number of words specified must apply to the Senate through the respective Faculty at least three months before the submission of the thesis for examination and provide reasons for the inability to adhere to the prescribed length.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PWA8001 Kaedah Penyelidikan Kuantitatif dalam Pendidikan (3 jam kredit)
PWA8001 Quantitative Research Approaches in Education (3 credit hours)

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.

Kaedah Penilaian	**:**	Kerja Kursus	–	100 %	Peperiksaan	–
Assessment Method	***:***	*Assignment*	–	100%	*Examination*	–

Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris
Medium of Instruction	***:***	*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)
- Fraenkal, 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 jam kredit)
PWA8005 Qualitative Research Approaches in Education (3 credit hours)

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.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100 %	Peperiksaan	–
Assessment Method	***:***	*Continuous Assessment*	–	100 %	*Examination*	–
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris				
Medium of Instruction	***:***	*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 KURSUS DAN PENYELIDIKAN (MOD CAMPURAN)
DOCTOR OF PHILOSOPHY BY COURSEWORK AND RESEARCH (MIXED MODE)

Program / *Programme*	:	**Doktor Falsafah / *Doctor of Philosophy***
Kod Program / *Programme Code*	:	**PWA**
Mod Program / *Programme Mode*	:	**Kursus dan Penyelidikan (Mod Campuran) / *Coursework and Research (Mixed Mode)***

KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH KEDOKTORAN) 2019
UNIVERSITY OF MALAYA (DOCTORAL DEGREE) RULES 2019

1. **JENIS PROGRAM**

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

PROGRAMME TYPE

This is a programme by coursework and research, 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 2.00 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 penghantar 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 mimum 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

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

DURATION OF STUDY

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

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) Educational Management and Policy
(iii) Counselling

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

(iv) **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*
PO1	Mengkonstruk pengetahuan baru dan menyumbang kepada literatur penyelidikan dalam bidang pengkhususan yang berkait dengan profesion graduan *Construct new knowledge and contribute to research literature in specialized fields related to the graduant's profession*
PO2	Memperkukuhkan pengetahuan dan ketrampilan teoretikal, empirical dan pratikal dalam bidang pengkhususan graduan *Strengthen knowledge and theoretical skills, empirical and practical, in the graduant's specialized field*
PO3	Mempraktik akauntabiliti dan tanggungjawab sosial berkaitan dengan bidang pengkhususan kepada pihak-pihak tertentu khususnya masyarakat sekitar *Practice accountability and social responsibility related to the field of specialization to respective parties, especially the surrounding community*
PO4	Penyelia pakar dalam kerja-kerja penyelidikan atau kerjaya profesional dalam bidang pengkhususan masing-masing serta dapat menyumbang kepakaran kepada komuniti intelektual kebangsaan dan sejagat *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.*
PO5	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang pengkhususan masing-masing *Apply ethics and best practices in a professional manner in their respective fields of specialization*
PO6	Mempamerkan nilai kepimpinan, kemahiran penyelesaian masalah secara rasional dan saintifik dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang pengkhususan berkaitan *Display leadership qualities, rational and scientific problem solving skills and collaborate with various parties to carry out activities in their respective field of specialization.*
PO7	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 *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*.

(v) **Struktur Program**

Struktur Program Doktor Falsafah berasaskan pendekatan bersifat kontemporari untuk melahirkan para pendidik and 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.

Programme Structure

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) jam kredit terdiri daripada dua bahagian berikut:
The Doctor of Philosophy as coursework and research has a total of 80 credit hours which contains two parts as follows:

(a) Bahagian 1 yang melibatkan kursus berjumlah Dua Puluh Empat (24) jam kredit yang terdiri

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

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

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

(b) Bahagian 2 yang melibatkan penyelidikan yang membawa kepada penghasilan tesis berjumlah 56 jam kredit.
Part 2 involves research that will lead to the production of a thesis worth 56 credit hours.

(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*
FAKULTI PENDIDIKAN / *FACULTY OF EDUCATION*

KURSUS TERAS WAJIB FAKULTI / *FACULTY COMPULSORY CORE COURSES*

Kod Kursus/ ***Course Code***	**Tajuk Kursus/** ***Course Title***	**Jam Kredit/** ***Credit hours***
PWX 8001	Kaedah dan Falsafah Penyelidikan Dalam Pendidikan *Educational Research Philosophy and Methodology*	3
PWX 8003	Seminar Kedoktoran 1 *Doctorate Seminar 1*	3
PWX 8004	Seminar Kedoktoran 2 *Doctorate Seminar 2*	3
PWX 8002	Disertasi *Dissertation*	56

KURSUS ELEKTIF BIDANG PENGKHUSUSAN (PILIH LIMA) /
Specialization Elective Courses (Select 5)
BIDANG KURIKULUM DAN PENGAJARAN / *CURRICULUM AND INSTRUCTION*

Kod Kursus/ ***Course Code***	**Tajuk Kursus/** ***Course Title***	**Jam Kredit/** ***Credit hours***
PWA 8006	Teori Dan Amalan Dalam Kurikulum *Theory and Practice in Curriculum*	3
PWA 8007	Pelaksanaan Dan Penilaian Kurikulum *Curriculum implementation and evaluation*	3
PWA 8008	Rekabentuk Dan Pembangunan Sistem Instruktional *Design and Development of Instructional System*	3
PWA 8001	Kaedah Penyelidikan Kuantitatif Dalam Pendidikan *Quantitative Research Methods in Education*	3
PWA 8002	Statistik Lanjutan Dalam Penyelidikan Pendidikan *Advanced Statistics in Educational Research*	3
PWA 8009	Teori Dan Penyelidikan Dalam Pembelajaran Dan Teknologi *Theory and Research in Learning and Technology*	3

PWA 8010	Penilaian Pembelajaran *Learning Evaluation*	3
PWA 8003	Analisis Data Multi Variat *Multivariant Data Analysis*	3
PWA 8004	Analisis Struktur Latent *Latent Structure Analysis*	3
PWA 8005	Kaedah Kualitatif Dalam Penyelidikan Pendidikan *Qualitative Research Methods in Education*	3

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

Kod Kursus/ ***Course Code***	**Tajuk Kursus/** ***Course Title***	**Jam Kredit/** ***Credit hours***
PWA 8011	Seminar Doktoral dalam Amalan Profesional dalam Pengurusan Pendidikan *Doctoral Seminar on Professional Practices in Educational Management*	3
PWA 8012	Fasafah Pengurusan Dan Organisasi *Philosophy of Management and Organization*	3
PWA 8013	Perancangan Dan Dasar Pendidikan *Educational Planning and Policy*	3
PWA 8014	Inovasi Dan Reformasi Dalam Pendidikan *Innovation and Reformation in Education*	3
PWA 8015	Pembangunan Organisasi Pendidikan *Organizational Development in Education*	3
PWA 8016	Governan Dan Pengurusan Pendidikan Tinggi *Governance and Management of Higher Education*	3
PWA 8001	Kaedah Penyelidikan Kuantitatif Dalam Pendidikan *Quantitative Research Methods in Education*	3
PWA 8002	Statistik Lanjutan Dalam Penyelidikan Pendidikan *Advanced Statistics in Educational Research*	3
PWA 8017	Analisis Komparatif Kewangan Sekolah *Comparative Analysis in School Finance*	3
PWA 8018	Analisis Komparatif Undang-Undang Pendidikan *Comparative Analysis in Education Law*	3
PWA 8019	Politik Ekonomi Dalam Pendidikan *Political Economics in Education*	3
PWA 8020	Resolusi Konflik Dalam Pengurusan Pendidikan *Conflict Resolution in Education Management*	3
PWA 8021	Etika Dalam Pengurusan Pendidikan *Ethics in Education Management*	3
PWA 8003	Analisis Data Multi Variat *Multivariate Data Analysis*	3
PWA 8004	Analisis Struktur Latent *Latent Structure Analysis*	3
PWA 8005	Kaedah Kualitatif Dalam Penyelidikan Pendidikan *Qualitative Research Methods in Education*	3

BIDANG KAUNSELING / *COUNSELING*

Kod Kursus/ ***Course Code***	**Tajuk Kursus/** ***Course Title***	**Jam Kredit/** ***Credit hours***
PWA 8022	Penilaian Psikologi Diagnosis *Psychological Evaluation Diagnosis*	3
PWA 8023	Terapi Perkahwinan Dan Keluarga *Marriage and Family Therapy*	3
PWA 8024	Teori Dan Amalan Kaunseling Lanjutan *Advanced Counselling Theory and Practice*	3
PWA 8001	Kaedah Penyelidikan Kuantitatif Dalam Pendidikan *Quantitative Research Methods in Education*	3
PWA 8002	Statistik Lanjutan Dalam Penyelidikan Pendidikan *Advanced Statistics in Education Research*	3
PWA 8025	Perundingan Psikopendidikan *Psychoeducation Negotiation*	3
PWA 8026	Penyeliaan Dalam Kaunseling Dan Psikoterapi *Counselling and psychotherapy supervision*	3
PWA 8003	Analisis Data Multi Variat *Multivariate Data Analysis*	3

KURIKULUM & PENGAJARAN/ *CURRICULUM AND INTRUCTION*
SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)

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

PENGURUSAN & DASAR PENDIDIKAN/ *EDUCATIONAL MANAGEMENT & POLICY*
SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)

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

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

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		JUMLAH JAM KREDIT
	MATA PELAJARAN	JAM KREDIT	MATA PELAJARAN	JAM KREDIT	MATA PELAJARAN	JAM KREDIT	MATA PELAJARAN	JAM KREDIT	
Kursus Teras	PWX 8001 Kaedah Dan Falsafah Penyelidikan Dalam Pendidikan *Educational Research Philosophy and Methodology*	**3**	PWX 8003 Seminar Kedoktoran 1 *Doctorate Seminar 1*	**3**	PWX 8004 Seminar Kedoktoran 2 *Doctorate Seminar 2*	**3**			**9**
Kaunseling/ *Counseling*									
Kursus Elektif Pilih (5) ***(tertakluk kepada kelulusan penyelia dan ketua jabatan***	PWA 8022 Penilaian Psikologi Diagnosis	**3**	PWA 8025 Perundingan Psikopendidikan *Psychoeducation Negotiation*	**3**					**15**
	PWA 8023 Terapi Perkahwinan Dan Keluarga *Marriage and Family Therapy*	**3**	PWA 8026 Penyeliaan Dalam Kaunseling Dan Psikoterapi *Counselling and psychotherapy supervision*	**3**					
	PWA 8024 Teori Dan Amalan Kaunseling Lanjutan *Advanced Counselling Theory and Practice*	**3**							
	PWA 8001 Kaedah Penyelidikan Kuantitatif Dalam Pendidikan *Quantitative Research Methods in Education*	**3**	PWA 8003 Analisis Data Multi Variat *Multivariate Data Analysis*	**3**					
	PWA 8002 Statistik Lanjutan Dalam Penyelidikan Pendidikan *Advanced Statistics in Education Research*	**3**	PWA 8004 Analisis Struktur Latent *Latent Structure Analysis*	**3**					
			PWA 8005 Kaedah Kualitatif Dalam Penyeldidikan Pendidikan *Qualitative Methods in Education Research*	**3**					
Disertasi			PWX 8002 Disertasi *Dissertation*	**14**	PWX 8002 Disertasi *Dissertation*	**21**	PWX 8002 DISERTASI *Dissertation*	**21**	**56**
Jumlah Jam 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) afticle in journals indexed by Thomson Reuters Web of Science (WoS)

   atau; *or*;

   ii. sekurang-kurangnya dua (2) Malaysian Citation lndex (MyCite) atau Jurnal yang diiktiraf dan disenaraikan oleh PTj;
   at least two (2) in the Malaysian Citation lndex (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 University of 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 llmiah 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 llmiah Malaysia (MAPIM) University of 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 IJAZAH TINGGI
ATTENDANCE AND HIGHER DEGREES 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) 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). 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 to 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 diperakukan 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.

4. PENAMATAN PENCALONAN/ *TERMINATION OF CANDIDATURE*

Penamatan pencalonan seseorang calon ijazah tinggi boleh berlaku atas sebab-sebab berikut:
Termination of candidature of any candidate could have happened for the following reasons:

(i) Penarikan Diri/ *Withdrawal*:
(ii) Atas permohonan secara bertulis oleh calon untuk menarik diri.
Upon application in writing by the candidate to withdraw.
(iii) Luput/ *Lapse*:
Pencalonan dianggap luput apabila calon gagal mendaftarkan diri atau membaharui pencalonan-nya pada permulaan tiap-tiap sesi akademik.
Candidature nomination is considered lapsed when the candidate fails to register or renew his or her candidature at the beginning of every academic session.

(iv) Penamatan/ *Termination*:
Pencalonan akan tamat jika calon gagal menyempurnakan pengajiannya dalam tempoh maksimum yang ditetapkan.
Candidature will expire if the candidate fails to complete the study within the prescribed maximum period.
Senat, atas perakuan Jawatankuasa Pengajian Ijazah Tinggi dan Fakulti, boleh membenarkan perlanjutan pencalonan, dan menetapkan syarat baginya, sekiranya permohonan untuk melanjutkan pencalonan dibuat secara bertulis kepada Fakulti.
The Senate, on the recommendation of the Postgraduate Studies Committee and the Faculty, may grant an extension of candidature, and set the conditions if the application for extension of the candidature is made in writing to the Faculty.

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-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.

7. GARISPANDUAN MENYEDIAKAN CADANGAN PENYELIDIKAN (SEMINAR 1 DAN SEMINAR DUA) /
PROVIDING GUIDELINES FOR RESEARCH PROPOSALS (PROPOSAL DEFENCE AND CANDIDATURE DEFENCE)

Seseorang calon Doktor Falsafah dikehendaki menyerahkan secara rasmi cadangan penyelidikannya untuk kelulusan Jawatankuasa peringkat Jabatan selewat-lewatnya lima semester selepas tarikh pendaftaran permohonan.
A PhD candidate is required to submit a formal research proposal for approval at the Department level Committee at least five semesters after the date of the registration application.

Lima salinan cadangan yang ditaip dengan menggunakan dua jarak atas kertas yang bersaiz A4, harus diserahkan kepada Jabatan mengikut program masing-masing.
Five typed copies of the proposal using double spacing on A4 size paper, should be submitted to the Department of the Programmes.

Satu Jawatankuasa Penasihat Penyelidikan yang dianggotai oleh Ketua Jabatan sebagai pengerusi, penyelia (atau penyelia-penyelia) dan penyemak yang dilantik akan menyemak cadangan penyelidikan dan menemuduga calon berkenaan.
A Research Advisory Committee consisting of the Head of Department as chairman, the supervisor (or supervisors) and the reviewer will review research proposals and interview the candidate.

Calon juga dikehendaki mempertahankan cadangannya semasa ditemuduga oleh Jawatankuasa Penasihat Penyelidikan.
Candidates are also required to defend the proposal during an interview by the Research Advisory Committee.

Cadangan ini biasanya mengandungi aspek-aspek di bawah:
The proposal generally contains the aspects below:

(a) Penghuraian mengenai masalah penyelidikan, termasuk hipotesis atau pembentukan soalan-soalan penyelidikan yang tepat.
Description of research problems, including the formation of exact hypotheses or research questions.

(b) Penerangan jelas mengenai tujuan, kepentingan dan batasan penyelidikan dari segi konteks, teori dan amalannya.
A clear description of the purpose, importance and limitations in the context of research, theory and practice.

(c) Tinjauan bahan yang berkenaan berkaitan dengan penyelidikan yang akan dijalankan termasuk penjelasan mengenai tanggapan yang dibuat untuk kajian serta perkaitan kajian dengan sorotan kajian penyelidikan yang telah diikuti.
Review the relevant materials related to research will include an explanation of the assumptions for the study and highlight the relevance of research studies that have followed.

(d) Ringkasan mengenai rekabentuk kajian termasuk keterangan dan penjelasan metodologi atau prosedur yang digunakan.
A summary of the research design, including information and details of methodology or procedure used.

(e) Penjelasan yang memuaskan mengenai penyelidikan dan analisisan data yang akan digunakan.
A satisfactory explanation of the research and data analysis to be used.

(f) Lampiran-lampiran, termasuk soalselidik atau alat-alat penyelidikan dan maklumat yang berkenaan jika ada.
Appendices, including the questionnaire or the research tools and relevant information if available.

(g) Bibliografi.
Bibliography.

8. PENYERAHAN TESIS/ *SUBMISSION OF THESIS*

(a) Syarat-syarat khas/ Special conditions:

(i) Enam (6) tesis berkulit nipis diserahkan untuk pemeriksaan. Tesis hendaklah ditaip dua spasi ataupun dicetak di atas kertas bersaiz A4, kecuali untuk lukisan atau peta yang tidak mempunyai had saiz kertas. Ruang berukuran 4 sentimeter hendaklah disediakan di sebelah kiri. Tajuk atau ringkasan tajuknya serta nama pengarang hendaklah dicetak dalam huruf besar di tulang belakang tesis. Abstrak atau sinopsis yang tidak melebihi 500 perkataan hendaklah dijadikan prakata kepada tesis.
Six (6) thesis in hard cover must be submitted for examination. The thesis must be typed or printed double space on A4 size paper, except for drawings or maps that do not have the paper size limit. Space measuring 4 centimeters shall be provided on the left. Title or abbreviated title and author's name should be printed in block letters on the spine. Abstract or synopsis not exceeding 500 words should be the preface to the thesis.

(ii) Tesis yang telah diperiksa itu dan mengandungi mana-mana pembetulan jika ada, hendaklah dijilid dalam kulit tebal berjenis reksin berwarna merah tua (dark red rexine).
Tiga (3) naskhah tesis tersebut hendaklah diserahkan kepada Universiti.
The thesis that has been inspected and contains any corrections if any, shall be bound in dark red rexine. Three (3) copies of the thesis are to be submitted to the University.

(iii) Sebuah tesis Doktor Falsafah tidak boleh melebihi 80,000 perkataan (tidak termasuk notakaki, lampiran, jadual dan rajah) kecuali dalam kes di mana kebenaran khas telah diberi oleh Universiti untuk melebihi had ini. Sebagai tambahan, sebuah abstrak yang tidak melebihi 500 perkataan perlu dikemukakan secara berasingan oleh calon Doktor Falsafah.
A PhD thesis must not exceed 80,000 words (not including the footnote, appendices, tables and figures), except in cases where special permission has been granted by the University to exceed this limit. In addition, an abstract not exceeding 500 words should be submitted separately by the PhD candidate

(b) Format manuskrip/ *Format of the manuscript*
Pada kebiasaannya, tiap-tiap manuskrip mengandungi tiga bahagian utama; permulaan, teks dan tambahan termasuk rujukan atau bibliografi. Susunan tiap-tiap bahagian ini harus ditentukan oleh calon atas nasihat penyelianya. Butir lanjut mengenai format dan isi kandungan tiap-tiap bahagian boleh didapati dalam Panduan Penyediaan Tesis, Disertasi dan Laporan Penyelidikan yang disediakan oleh Fakulti Pendidikan.
Usually, every manuscript contains three main parts: the beginning, the text and references or bibliography. The arrangement of every part should be determined by the candidate on the advice

of his or her supervisor. Further details on the format and content of each part can be found in the Guide to the Preparation of Thesis, Disertasi and Reserch Report, prepared by the Faculty of Education.

9. PANJANG PATAH PERKATAAN TESIS/ *LENGTH OF THESIS*

Panjang patah perkataan tesis perlu secara am berada dalam julat 60,000 - 80,000 patah perkataan. Jumlah maksimum panjang patah perkataan adalah tidak termasuk *footnotes*, rujukan, lampiran, jadual, rajah dan kata pengantar. Calon yang mahu melepasi had jumlah patah perkataan yang ditetapkan perlu memohon kepada Senat melalui Fakulti tersendiri sekurang-kurangnya tiga bulan sebelum tarikh penyerahan tesis untuk pemeriksaan dan memberikan sebab-sebab mengapa calon tidak boleh menetapi jumlah patah perkataan yang telah ditetapkan.

Length of thesis should generally be in the range 60,000 - 80,000 words. The maximum length of words excludes footnotes, references, appendices, tables, figures and prefaces. A candidate who wishes to exceed the number of words specified must apply to the Senate through the respective Faculty at least three months before the submission of the thesis for examination and provide reasons for the inability to adhere to the prescribed length.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

PWX8001 Kaedah dan Falsafah Penyelidikan dalam Pendidikan (3 jam kredit)
PWX8001 Educational Research Philosophy and Methodology (3 credit hours)

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.

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*

- Pring, R. (2015). *Philosophy of educational research*. London: Continuum .
- Stangor, C. (2014). *Research Methods for the Behavioral Sciences*. US : Cencage Learning
- Kuhn, T. S. (2012). *The structure of scientific revolutions*. Chicago : 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 jam kredit)
PWX8002Dessertaion (56 credit hours)

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 dapatan 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.

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Kaedah Penilaian	**:**	Penilaian Berterusan:		Proposal Defense dan Candidature Defense
Assessment Method	***:***	*Continuous Assessment*	–	*Proposal Defense and Candidature Defense*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris		
Medium of Instruction	***:***	*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 Ed.). New York: McGraw Hill, Inc
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts*. Routledge

PWX8003 Seminar Kedoktoran 1 (3 jam kredit)
PWX8003 Doctoral Seminar 1 (3 credit hours)

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.

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

Rujukan Terpilih / *Selected References*

- Aitchison, C. & Guerin, C. (2014). *Writing Groups for Doctoral Education and Beyond: Innovations in practice and theory.* NY: Routledge.
- 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 jam kredit)
PWX8004 Doctoral Seminar 2 (3 credit hours)

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.

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

Rujukan Terpilih / *Selected References*

- Mills, G. E. & Gay. L.R. (2015). *Educational Research: Competencies for Analysis and Applications.* London: Pearson.
- Hatcher, L. (2013). *Advanced Statistics in Research: Reading, Understanding, and Writing Up Data Analysis Results*. MI: Shadow Finch Media.
- 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 jam kredit)
PWA8001 Quantitative Research Methods in Education (3 credit hours)

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

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

Rujukan Terpilih / *Selected References*

- Guo, S. & Fraser, M. W. (2014). *Propensity Score Analysis: Statistical Methods and Applications*. Washington : Sage Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th Ed.). London: Sage
- Fraenkal, 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 jam kredit)
PWA8002 Advanced Statistics in Educational Research (3 credit hours)

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.

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*

- 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 Ed.). New York:McGraw Hill.
- Chua, Y.P.(2013*). Mastering Research Statistics*. Kuala Lumpur:McGraw Hill.
- 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 jam kredit)
PWA8003 Multivariate Data Analysis (3 credit hours)

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 regrsei 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.

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*

- 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 Ed.). New York:Routledge.
- Rencher, A.C. (2010). *Methods of Multivariate Analysis*(2nd Ed.). London: Wiley.
- Stevens, J.P.(2009). *Applied Multivariate Statistics for the Social Sciences*. Lawrence Erlbaum Associates.
- Latin,P. Caroll, A & Green, T. (2008). *Analyzing Multivariate*. Duxbury.

PWA8004 Analisis Struktur Latent (3 jam kredit)
PWA8004 Latent Structure Analysis (3 credit hours)

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.

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*

- Finch, W.H. & French, B. F. (2015). *Latent Variable Modeling with R*. NY : Routledge.
- Beaujean, A. A. (2014). *Latent Variable Modeling Using R: A Step-by-Step Guide*. NY: Routledge
- Berkana, M. (2013). *Latent Variable Modeling and Applications to Causality*. NY: Springer.
- Kline, R.B.(2010). *Principles and Practice of Structural Equation Modeling*(3rd Ed.). New York: The Guilford Press.
- Schumaker, R. & Lomax, R. (2010). *A Beginner's Guide to Structural Equation Modeling(3rd Ed.).* London: Routledge.
- Bryne, B. (2009). *Structural Equation Modeling With AMOS: Basic Concepts, Applications, and Programming*(2nd Ed.). London: Routledge.
- Hoyle, R.C.(1995). *Structural Equation Modeling: Concepts, Issues, and Applications*. Thousand Oaks, CA: Sage Publications.

PWA8005 Keadah Penyelidikan Kualitatif dalam Pendidikan (3 jam kredit)
PWA8005 Qualitative Research Methods in Education (3 credit hours)

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.

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*

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd Ed.). LA: Sage Publication.
- Kuckartz, U.. (2014). *Qualitative Text Analysis :A Guide to Methods, Practice and Using Software*. NY : Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2012). *Handbook of qualitative research (*4th Ed.). California: Sage.
- 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 jam kredit)
PWA8006 Theory and Practice in Curriulum (3 credit hours)

Tokoh-tokoh dalam teori kurikulum telah menulis secara meluas dan pelbagai tentang kelasifikasi 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 berasaskan 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

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*

- 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.

PWA8007 Pelaksanaan dan Penilaian Kurikulum (3 jam kredit)
PWA8007 Curriculum Implementation and Evaluation (3 credit hours)

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 berkhir 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.

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*

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- 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

PWA8008 Rekabentuk dan pembangunan sistem pengajaran (3 jam kredit)
PWA8008 Design and development of instructional systems (3 credit hours)

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.

Kaedah Penilaian	**:**	Penilaian Berterusan	–	100 %	Peperiksaan	–	-
Assessment Method	***:***	*Continuous Assessment*	–	100 %	*Examination*	–	-
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*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 Fransisco
- 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 jam kredit)
PWA8009 Theory and Research on Learning and Technology (3 credit hours)

Kursus ini akan bincang kedudukan teori dan penyelidikan pendidikan berasaskan 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..

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*

- 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 jam kredit)
PWA8010 Assessment of Learning (3 credit hours)

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

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*

- 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

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

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.

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*

- 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) . *Political Agendas for Education, From Race to the Top to saving the Planet. Series-Sociocultural, Political, and Historical Studies in Education* (5th Ed.). 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 enclyclopedia of social science research methods*. London: Sage.
- Bell, L. & Stevenson, H. (2006). *Education Policy, Process, Themes and Impacts*. London and New York: Routledge.

PWA8012 Falsafah Pengurusan dan Organisasi (3 jam kredit)
PWA8012 Philosophy of Management and Organization (3 credit hours)

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.

This course will discuss the process of developing organizational management philosophy from 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

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*

- Sergiovanni, T. (2012). *Rethinking leadership*. Illinois: Merrill Prentice Hall.
- Griseri.P. (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, K. (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 jam kredit)
PWA8013 Educational Planning and Policy (3 credit hours)

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.

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*

- 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*
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- 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 .* Paris: OECD

PWA8014 Inovasi dan Reformasi dalam Pendidikan (3 jam kredit)
PWA8014 Innovation and Reformation in Education (3 credit hours)

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 and economic globalisation, impact of globalization on education practices. Etc

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*

- Dodgson, M., Gann, D. M, & Philips, M. (2014). *Oxford Handbook of Innovation Management.* Oxford: Oxford University Press.
- Kidd, J., Bessant, J., & Pavitt, K. (2013). *Managing Innovation: Integrating Technological, Market and Organizational Change.* Singapore: John Wiley & Son.
- Lynch, M. (2014). *Reimagining Education Reform and Innovation*. Peter Lang Publishing: NY
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- Carnoy, M. (1999). *Globalization and Educational Reform: What planners Need to Know*. Paris: UNESCO.

PWA8015 Pembangunan Organisasi Pendidikan (3 jam kredit)
PWA8015 Organizational Development in Education (3 credit hours)

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

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*

- Bolman, L.G. & Deal, T. E. (2013). *Reframing Organizations: Artistry, Choice, and Leadership* (5th Ed.). Jossey Bass: San Francisco
- Donald, L. A. (2014). *Organization Development: The process of leading organizational change.* Thousands Oak, CA: Sage Publications, Inc.
- Cummings T. G & Worley, C. G . (2015) . *Organizational Development and Change* (10th Ed.). 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 jam kredit)
PWA8016 Governance and management of Higher Education (3 credit hours)

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 canselori 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.

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*

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- Locke, W., Cummings, W. K., & Fisher, D. (Eds.) (2011). *Changing Governance and Management in*

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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 jam kredit)
PWA8017 Comparative Analysis in School Finance (3 credit hours)

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.

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*

- Franklin,S. (2016). *Book Review: Student Financing of Higher Education: A Comparative Perspective*. London: Sage Publishing
- Wiseman, A. W. & Anderson, E. (2014). *Annual Review of Comparative and International Education 2014 (International Perspectives on Education and Society).* UK: Emerald Group Publishing Limited.
- Kariwo, M., Gounko, T., & Nungu, M. (Eds.) (2014). *A Comparative Analysis of Higher Education Systems Issues, Challenges and Dilemmas*. Rotterdam: Sense Publishers.
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- Burrup, P.E. et al. (1996). *Financing Education in a climate Of change*. London:Allyn and Bacon.

PWA8018 Analisis Komparatif Undang-undang Pendidikan (3 jam kredit)

PWA8018 Comparative Analysis in Education Law (3 credit hours)

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

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*

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

PWA8019 Politik Ekonomi dalam Pendidikan (3 jam kredit)
PWA8019 Political Economics in Education (3 credit hours)

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 ekuiti dan equality of opportunity (kesamarataan) 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.

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*

- Spring, J. (2015). *Economization of Education: Human Capital, Global Corporations, Skills-Based Schooling*. London : Routledge.
- Ashurst, F., & Venn,V. (2014). *Inequality, poverty, education: A political economy of school exclusion*, New York; Palgrave Macmillan.
- Gradstein,M., Justman, M., & Meier, M. (2014). *The Political Economy of Education: Implications for Growth and Inequality* . US : MIT Press
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- Bakri Musa ,M. (2002). *An Education System Worthy of Malaysia,Strategic Information Reseach Development.* Malaysia
- Harman, G.S., & Smith, C. S. (Eds.). (1996). *Reading in the Economic & Politics of Australian Education.* Oxford:Pergamon Press.
- Thomas, R. M. (Ed.) (1995). *Politic & Education: Cases from Eleven Nations,* Oxford:Pergamon Press.
- Shahril Marzuki & Habib Mat Som. (1999). *Isu Pendidikan di Malaysia*, Kuala Lumpur, Utusan Publication & Distribution

PWA8020 Resolusi Konflik dalam Pengurusan Pendidikan (3 jam kredit)
PWA8020 Conflict Resolution in Educational Management (3 credit hours)

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.

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*

- Caspersen, D. & Elffers, J. (2015). *Changing the Conversation: The 17 Principles of Conflict Resolution*. London: Profile Book Ltd.
- Nathan, L. E.(2015). *School Law and the Public schools: A Practical Guide for Educational Leaders* (6th Ed.). The Pearson Educational Leadership series.
- Russo, C. J. (Ed.). (2014). *The yearbook of education law 2014*. Dayton, OH: Education Law

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- Stuckey, R. (2007). *Best Practices for Legal Education*. US: 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 jam kredit)
PWA8021 Ethics in Educational Management (3 credit hours)

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 memperkukuhkan 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 religios based on Islam, Christianity, Buddist, Hinduism 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.

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*

- Rebore, R. W. (2014). *The Ethics of Educational Leadership*. NY: Allyn & Bacon.
- Brooks, R. Riele, K.t. & Maguire, M. (2014). *Ethics and Education Research*. NY: Sage Publications.
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- Hosmer, L.T. (2010). *The Ethics of Management*. (7th ed.). Chicago: Irwin/Mcgraw- Hill.
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PWA8022 Penilaian Psikologi dan Diagnosis (3 jam kredit)
PWA8022 Psychological Assessment and Diagnosis (3 credit hours)

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 pengkelasan 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.

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*

- 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.
- Friedman, A. F., Nichols, L. R., & Webb, J. J. (2000). Psychological Assessment with the MMPI-2. Hillsdale, NJ: Erlbaum.
- Groth-Marnat, G. (2003). Handbook of psychological assessment. New York: Wiley.
- MacCluskie, K. C., Welfel, E. R., & Toman, S. M. (2002). Using test data in clinical practice: A handbook for mental health professionals. Thousand Oaks, CA: Sage.

PWA8023 Terapi Perkahwinan dan Keluarga (3 jam kredit)
PWA8023 Marriage and Family Therapy (3 credit hours)

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 berasaskan intervensi ke atas pasangan dan keluarga. Tatanama (nomenclature) dan konsep yang khusus kepada keluarga adalah ditekankan. Kandungan kursus meliputi tinjuan 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.

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*

- Wetchller, J.L., & Hecker, L.L. (2014). *An introduction to marriage and family therapy*. London: Routledge.
- Bitter, J.M. (2014). *Theory and practice of family therapy and counseling*. USA:Brooks/Cole.
- Gladding, S. T. (2014). *Family therapy: History, theory, and practice*. Boston, MA: Pearson.
- Bitter,J. R. (2009). *Theory and practice of family therapy and counseling*. Belmont, California: Cencage Learning.
- Nichols, M. P. (2008). *Inside family therapy: A case study in family healing*. Boston, MA; Pearson.

PWA8024 Teori dan Amalan Kaunseling Lanjutan (3 jam kredit)
PWA8024 Advanced Counselling Theories and Practices (3 credit hours)

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 pratikum, 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.

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*

- Corey, G. (2016). *Theory and practice of counseling and psychotherapy*. USA: Cengage Learning.
- 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 jam kredit)
PWA8025 Psychoeducational Consultation (3 credit hours)

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.

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*

- 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.

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- Dyer, F. J. (1999). *Psychological consultation in parental right cases*. New York: Guilford.

PWA8026 Penyeliaan dalam Kaunseling dan Psikoterapi (3 jam kredit)
PWA8026 Supervision in Counseling and Psychotherapy (3 credit hours)

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 peranaan 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 berasaskan 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.
- Ersklne, 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.
- Bernark, J. M., & Goodyear, R. K. (2003). *Fundamentals of clinical supervision*. Boston: Allyn & Bacon.
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- 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.

PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA PENDIDIKAN) 2019

UNIVERSITY OF MALAYA (DEGREE OF MASTER OF EDUCATION) REGULATIONS 2019

PROGRAM IJAZAH SARJANA PENDIDIKAN

MASTER OF EDUCATION PROGRAMMES

SESI/SESSION 2019/2020

SARJANA PENDIDIKAN SECARA PENYELIDIKAN
MASTER OF EDUCATION BY RESEARCH

Program / *Programme*	:	**Sarjana Pendidikan / *Master of Education***
Kod Program / *Programme Code*	:	**PMD**
Mod Program / *Programme Mode*	:	**Penyelidikan / *Research***

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

1) JENIS PROGRAM
TYPE OF PROGRAMME

Program ini adalah secara penyelidikan sepenuhnya, dimana 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 University of 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 s*ekurang-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 University of 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

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 diperakukan oleh Senat Universiti Malaya.
Has other equivalent qualifications recognised by the Malaysian Government and approved by the University of 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

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
LENGTH 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) HASIL PEMBELAJARAN PROGRAM
PROGRAMME LEARNING OUTCOMES

Domain MQF	Hasil Pembelajaran/ *Learning Outcomes*
PO1	Menguasai pengetahuan yang terkini dalam proses dan amalan penyelidikan pendidikan
PO2	Mengaplikasikan kemahiran praktikal penyelidikan berkaitan pendidikan dalam tugas harian sebagai pengupaya
PO3	Mempamerkan kemahiran sosial, unsur keprihatinan dan tanggungjawab dalam tugas sebagai seorang penyelidik dalam bidang pendidikan
PO4	Mengamalkan adab, nilai, etika, sikap dan profesionalisme dalam proses dan amalan penyelidikan bidang pendidikan
PO5	Mengukuhkan jalinan kerjasama bekerja dalam pasukan dengan pelbagai pihak dan menunjukkan kepimpinan dan kreativiti bagi menjayakan aktiviti penyelidikan dalam bidang pendidikan
PO6	Mensintesis kemahiran penyelesaian masalah dan kemahiran saintifik dalam proses dan amalan penyelidikan berkaitan bidang pendidikan
PO7	Menggunakan pengetahuan dan kemahiran penyelidikan yang diperoleh dalam pembelajaran sepanjang hayat dan mengurus maklumat berkaitan penyelidikan berkaitan bidang pendidikan

6) 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*

1. PEMOHONAN SEBAGAI CALON SARJANA PENDIDIKAN
APPLICATION FOR MASTER RESEARCH CANDIDATES

(1) Tiap-tiap calon dikehendaki mengemukakan kenyataan lengkap mengenai kelayakan dan pengalaman yang bersabitan. Sebagai tambahan, calon harus mengemukakan Prospektus menghuraikan penyelidikan yang dicadangkan. Huraian sepanjang 1,000 - 1,500 perkataan harus dilengkapi dengan
Every candidate is required to submit a complete statement of qualifications and experience. In addition, candidates must submit the Prospectus describing the proposed research. Explanation over 1.000 to 1.500 words must be equipped with

(a) Latar belakang masalah yang akan diselidik, termasuk sorotan rujukan yang berkenaan
The background of the problem to be investigated, including the literature review

(b) Pernyataan masalah yang akan diselidik dan
Statement of the problem to be investigated and

(c) Tujuan, kepentingan dan batasan kajian
The purpose, importance and limitations of the study

(2) Calon perlu menunjukkan pengetahuan yang cukup dengan mengemukakan kerangka teori (*theoretical framework*) bagi penyelidikan yang dirancangkan itu.
The candidate must demonstrate adequate knowledge by presenting theoretical framework (Theoretical framework) for the planned research.

(3) Biasanya calon dikehendaki menunjukkan bukti keupayaan penyelidikannya dalam bidang yang dipilih. Laporan daripada dua orang penyokong atau penilai yang dapat mempastikan pengalaman ini adalah dikehendaki. Calon mungkin juga dikehendaki menghadiri satu temuduga.
Normally, candidates are required to show evidence of research capabilities in selected areas. Report of two referees or assessors who will ensure existence of the relevant experience is required. Candidates may also be asked to attend an interview.

(4) Pemohon adalah dinasihatkan supaya mendapat nasihat dari kakitangan pendidikan sebelum mengemukakan prospektus mereka.
Applicants are advised to seek advice from the education staff before submitting their prospectus.

(5) Permohonan mestilah dibuat secara atas talian melalui laman web Institut Pengajian Siswazah. Semua permohonan akan dipertimbangkan oleh fakulti.
Application must be made online from the Institute of Graduate Studies website. All applications will be considered by the Faculty.

(6) Struktur Program / *Programme Structure*

Setelah didaftarkan, calon akan mengikuti kursus pengajian tinggi yang diluluskan (mungkin termasuk kerja kursus yang ditetapkan) dan penyelidikan di bawah arahan dan penyeliaan penyelia (atau penyelia-penyelia) bagi tempoh tidak kurang dari empat semester bagi calon penuh masa dan tidak kurang dari enam semester bagi calon sambilan.
Once registered, candidates will follow an approved course of higher education (may include prescribed course work) and research under the direction and supervision of the supervisor (or supervisors) for a period of not less than four semesters for full-time candidates and not less than six semesters for part-time candidates.

Tertakluk kepada persetujuan Senat, seseorang calon mungkin dibenarkan mengikuti kursus pengajian dan penyelidikannya di universiti atau di institusi pendidikan/ penyelidikan lain. Sekiranya tempat

penyelidikan yang diluluskan itu terletak di luar dari Malaysia, calon itu dikehendaki memenuhi syarat bermastautin selama dua belas bulan di Universiti Malaya.
Subject to the consent of the Senate, a candidate may be allowed to follow courses of study and research in other universities or other educational/research institutions. If the approved research site is located outside Malaysia, the candidate is required to meet the requirements of twelve months residence at the University of Malaya.

(7) Tempoh Pencalonan / *Candidature Period*

Tempoh maksimum pencalonan seorang calon Sarjana Pendidikan ialah empat tahun akademik, dikira dari tarikh permulaan pendaftaran. Tempoh minimum pencalonannya ialah dua semester.
Maximum period of candidature for a Master Research candidate is four academic years, calculated from the date of initial registration. The minimum period of candidature is two semesters.

2. **KEHADIRAN DAN PENYELIAAN IJAZAH TINGGI**
ATTENDANCE AND SUPERVISION OF HIGH DEGREE

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) 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). 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 to 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 diperakukan untuk pencalonan diteruskan. Calon yang kemajuannya tidak memuaskan untuk tiga (3) semester berturut-turut akan ditamatkan pencalonannya oleh Fakulti. Dekan Institut Pengajian Siswazah 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 Faculty Dean 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. **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.

5. **KEBENARAN MENGGUNA SEKOLAH-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.

6. GARISPANDUAN *MENYEDIAKAN CADANGAN PENYELIDIKAN (SEMINAR 1 DAN SEMINAR DUA) /*
PROVIDING GUIDELINES FOR RESEARCH PROPOSALS (PROPOSAL DEFENCE AND CANDIDATURE DEFENCE)

Seseorang calon Sarjana Pendidikan dikehendaki menyerahkan secara rasmi cadangan penyelidikannya untuk kelulusan Jawatankuasa peringkat Jabatan selewat-lewatnya lima semester selepas tarikh pendaftaran permohonan.
A Master of Education candidate is required to submit a formal research proposal for approval at the Department level Committee at least five semesters after the date of the registration application.

Empat salinan cadangan yang ditaip dengan menggunakan dua jarak atas kertas yang bersaiz A4, harus diserahkan kepada Jabatan mengikut program masing-masing.
Four typed copies of the proposal using double spacing on A4 size paper, should be submitted to the Department of the Programmes.

Satu Jawatankuasa Penasihat Penyelidikan yang dianggotai oleh Ketua Jabatan sebagai pengerusi, penyelia (atau penyelia-penyelia) dan penyemak yang dilantik akan menyemak cadangan penyelidikan dan menemuduga calon berkenaan.
A Research Advisory Committee consisting of the Head of Department as chairman, the supervisor (or supervisors) and the reviewer will review research proposals and interview the candidate.

Calon juga dikehendaki mempertahankan cadangannya semasa ditemuduga oleh Jawatankuasa Penasihat Penyelidikan.
Candidates are also required to defend the proposal during an interview by the Research Advisory Committee.

Cadangan ini biasanya mengandungi aspek-aspek di bawah:
The proposal generally contains the aspects below:

(a) Penghuraian mengenai masalah penyelidikan, termasuk hipotesis atau pembentukan soalan-soalan penyelidikan yang tepat.
Description of research problems, including the formation of exact hypotheses or research questions.

(b) Penerangan jelas mengenai tujuan, kepentingan dan batasan penyelidikan dari segi konteks, teori dan amalannya.
A clear description of the purpose, importance and limitations in the context of research, theory and

practice.

(c) Tinjauan bahan yang berkenaan berkaitan dengan penyelidikan yang akan dijalankan termasuk penjelasan mengenai tanggapan yang dibuat untuk kajian serta perkaitan kajian dengan sorotan kajian penyelidikan yang telah diikuti.
Review the relevant materials related to research will include an explanation of the assumptions for the study and highlight the relevance of research studies that have followed.

(d) Ringkasan mengenai rekabentuk kajian termasuk keterangan dan penjelasan metodologi atau prosedur yang digunakan.
A summary of the research design, including information and details of methodology or procedure used.

(e) Penjelasan yang memuaskan mengenai penyelidikan dan analisisan data yang akan digunakan.
A satisfactory explanation of the research and data analysis to be used.

(f) Lampiran-lampiran, termasuk soalselidik atau alat-alat penyelidikan dan maklumat yang berkenaan jika ada.
Appendices, including the questionnaire or the research tools and relevant information if available.

(g) Bibliografi.
Bibliography.

7. PENYERAHAN TESIS
SUBMISSION OF THESIS

(a) Syarat-syarat khas
Special conditions

(i) Enam (6) disertasi berkulit nipis diserahkan untuk pemeriksaan. Tesis hendaklah ditaip dua spasi ataupun dicetak di atas kertas bersaiz A4, kecuali untuk lukisan atau peta yang tidak mempunyai had saiz kertas. Ruang berukuran 4 sentimeter hendaklah disediakan di sebelah kiri. Tajuk atau ringkasan tajuknya serta nama pengarang hendaklah dicetak dalam huruf besar di tulang belakang disertasi. Abstrak atau sinopsis yang tidak melebihi 250 perkataan hendaklah dijadikan prakata kepada tesis.
Six (6) disertation bound in soft cover and three (3) disertation in hard cover must be submitted for examination. The disertation must be typed or printed double space on A4 size paper, except for drawings or maps that do not have the paper size limit. Space measuring 4 centimeters shall be provided on the left. Title or abbreviated title and author's name should be printed in block letters on the spine. Abstract or synopsis not exceeding 250 words should be the preface to the disertation.

(ii) Disertasi yang telah diperiksa itu dan mengandungi mana-mana pembetulan jika ada, hendaklah dijilid dalam kulit tebal berjenis reksin berwarna merah tua (dark red rexine).
Tiga naskhah tesis tersebut hendaklah diserahkan kepada Universiti.
The dissertation that has been inspected and contains any corrections if any, shall be bound in dark red rexine. Three copies of the thesis are to be submitted to the University.

(iii) Sebuah disertasi Sarjana Pendidikan tidak boleh melebihi 60,000 perkataan (tidak termasuk notakaki, lampiran, jadual dan rajah) kecuali dalam kes di mana kebenaran khas telah diberi oleh Universiti untuk melebihi had ini. Sebagai tambahan, sebuah abstrak yang tidak melebihi 500 perkataan perlu dikemukakan secara berasingan oleh calon Sarjana Pendidikan.
A Master Research disertation must not exceed 100,000 words (not including the footnote, appendices, tables and figures), except in cases where special permission has been granted by the University to exceed this limit. In addition, an abstract not exceeding 500 words should be submitted separately by the Master of Research candidate.

(b) Format manuskrip
Format of the manuscript

Pada kebiasaannya, tiap-tiap manuskrip mengandungi tiga bahagian utama; permulaan, teks dan

tambahan termasuk rujukan atau bibliografi. Susunan tiap-tiap bahagian ini harus ditentukan oleh calon atas nasihat penyelianya. Butir lanjut mengenai format dan isi kandungan tiap-tiap bahagian boleh didapati dalam nota panduan "Rancangan Ijazah Tinggi dalam Pendidikan: Maklumat dan Garispanduan untuk Pelajar", yang disediakan oleh Fakulti Pendidikan.
Usually, every manuscript contains three main parts: the beginning, the text and references or bibliography. The arrangement of every part should be determined by the candidate on the advice of his or her supervisor. Further details on the format and content of each part can be found in the guidelines "Higher Degree Programme in Education: Information and Guidelines for Students", prepared by the Faculty of Education.

8. SYARAT PENCALONAN

CANDIDATURE REQUIREMENTS

mengikuti kursus Kaedah Penyelidikan dalam Pendidikan **POX7001** (sekurang-kurangnya 3 jam 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;*

*(Fulfil attendance requirements for the University Bahasa Malaysia course not later than the second (2nd) semester of candidature; **additional for International student.**)*

9. KEHADIRAN DAN PENYELIAAN IJAZAH TINGGI

ATTENDANCE AND HIGHER DEGREE 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

10. JADUAL PEMBENTANGAN SEMINAR 1 DAN SEMINAR 2

PROPOSAL DEFENCE AND CADIDATURE DEFENCE PRESENTATION SCHEDULE

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;

membentangkan kemajuan penyelidikan dalam Candidature Defence tidak lewat dari semester ketiga pencalonan;
present your research progress at Candidature Defence not later than the third (3'd) semester of candidature;

11. GARIS PANDUAN PENERBITAN

PUBLICATION GUIDELINES

1) 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) afticle 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 University of 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:

- **Aftikel dalam jurnal kategori A:**
  Jurnal di senaraikan dalam indek Scopus
  Articles in Category A journals:
  Journals indexed in the Scopus citation database

- **Aftikel 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 University of 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;

12. 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). 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). 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.

13. PANJANG PATAH PERKATAAN DISERTASI
LENGTH OF DISERTATION

Panjang patah perkataan tesis perlu secara am berada dalam julat 40,000 - 60,000 patah perkataan.

Jumlah maksimum panjang patah perkataan adalah tidak termasuk footnotes, rujukan, lampiran, jadual, rajah dan kata pengantar. Calon yang mahu melepasi had jumlah patah perkataan yang ditetapkan perlu memohon kepada Senat melalui Fakulti tersendiri sekurang-kurangnya tiga bulan sebelum tarikh penyerahan tesis untuk pemeriksaan dan memberikan sebab-sebab mengapa calon tidak boleh menetapi jumlah patah perkataan yang telah ditetapkan.
Length of thesis should generally be in the range 40,000 - 60,000 words. The maximum length of words excludes footnotes, references, appendices, tables, figures and prefaces. A candidate who wishes to exceed the number of words specified must apply to the Senate through the respective Faculty at least three months before the submission of the thesis for examination and provide reasons for the inability to adhere to the prescribed length.

14. PENAMATAN PENCALONAN
TERMINATION OF CANDIDATURE

Penamatan pencalonan seseorang calon ijazah tinggi boleh berlaku atas sebab-sebab berikut:
Termination of candidature of any candidate could have happened for the following reasons:

(i) Penarikan Diri/ *Withdrawal:*

(ii) Atas permohonan secara bertulis oleh calon untuk menarik diri.
Upon application in writing by the candidate to withdraw.

(iii) Luput*/ Lapse:*
Pencalonan dianggap luput apabila calon gagal mendaftarkan diri atau membaharui pencalonan-nya pada permulaan tiap-tiap sesi akademik.
Candidature nomination is considered lapsed when the candidate fails to register or renew his or her candidature at the beginning of every academic session.

(iv) Penamatan*/ Termination:*
Pencalonan akan tamat jika calon gagal menyempurnakan pengajiannya dalam tempoh maksimum yang ditetapkan.
Candidature will expire if the candidate fails to complete the study within the prescribed maximum period.

Senat, atas perakuan Jawatankuasa Pengajian Ijazah Tinggi dan Fakulti, boleh membenarkan perlanjutan pencalonan, dan menetapkan syarat baginya, sekiranya permohonan untuk melanjutkan pencalonan dibuat secara bertulis kepada Fakulti.
The Senate, on the recommendation of the Postgraduate Studies Committee and the Faculty, may grant an extension of candidature, and set the conditions if the application for extension of the candidature is made in writing to the Faculty.

(v) Kemajuan*/ Progress:*
Jawatankuasa Pengajian Ijazah Tinggi di Fakulti boleh menamatkan pencalonan atas perakuan penyelia sekiranya kemajuan calon didapati tidak memuaskan.
The Higher Degree Committee of the Faculty may terminate the candidature of the student if the supervisor certifies that progress is not satisfactory.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

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

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. (8th ed)*. Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4thed)* 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. (9thed)* New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches. (2nd ed).* Boston: Pearson Education Inc

Program *Programme*	:	**Sarjana Pendidikan (Pendidikan Islam)** ***Masters of Education (Islamic Education)***
Kod Program *Programme Code*	:	**POH**
Mod Program *Programme Mode*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mix Mode)***

KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019
UNIVERSITY OF MALAYA (MASTERS DEGPREE) 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 (Pendidikan Islam) adalah seperti berikut:

Admission requirements for Master of Education (Islamic Education) programme are as follows;

i Ijazah Sarjana Muda Pendidikan Islam (dengan sekurang-kurangnya PNGK 3.0; pelajar tahun akhir dengan PNGK 3.0 termasuk dalam syarat ini); **ATAU**

A Bachelor of Islamic Education degree (with a CGPA of at least 3.00; final year degree students with a CGPA of 3.0 are included in this requirement); ***OR***

ii Ijazah Sarjana Muda Pengajian Islam (dengan sekurang-kurangnya PNGK 3.0); **DAN**

A Bachelor of Islamic Studies degree (with a CGPA of at least 3.00); ***AND***

a. Diploma pasca ijazah (dengan PNGK sekurang-kurangnya 3.00) dalam bidang pendidikan atau pengurusan sekolah/institusi pendidikan/ institusi latihan dan sekurang-kurangnya satu (1) tahun pengalaman; **ATAU**

Postgraduate diploma (with a CGPA of at least 3.00) in education or school management / educational institutions management/ training institutions management with at least one (1) year experience; ***OR***

b. Mempunyai pengalaman yang berkaitan sekurang-kurangnya satu (1) tahun; **ATAU**

at least one (1) year relevant experience; ***OR***

c. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa; **ATAU**

other qualification approved by the Senate from time to time; ***OR***

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

Other qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate.

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate

dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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 / *Study Period*

Tempoh Minimum : 3 Semester Biasa
Minimum Period : 3 regular semesters

Tempoh Maksimum : 8 Semester Biasa
Maximum Period : 8 regular semesters

4. Matlamat Program / *Programme Objective*

Untuk menghasilkan graduan yang cemerlang dalam bidang Pendidikan Islam dan yang berupaya memantau dan memperbaiki amalan mereka serta boleh mengaplikasi pengetahuan praktikal, teori dan penyelidikan untuk menyelesaikan masalah akhlak dan keohanian yang berkaitan dengan bidang Pendidikan Islam bagi mencapai aspirasi nasional dan global.

To produce excellent graduates in Islamic Education who are capable of monitoring and improving their practice and can apply practical knowledge, theory and research to solve moral and spiritual problems related to Islamic Education to achieve national and global aspirations.

5. Hasil Pembelajaran Program / *Programme Learning Outcomes*

Di akhir program, graduan akan dapat;
At the end of the programme, graduates will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai pengetahuan lanjutan dan terkini dalam bidang Pendidikan Islam. *Master advanced and up-to-date knowledge in Islamic Education*
PO2	Mengaplikasikan pengetahuan dan kemahiran penyelidikan untuk menyelesaikan masalah berkaitan Pendidikan Islam. *Apply research knowledge and skills to solve issues related to Islamic Education*
PO3	Mempamerkan keprihatinan terhadap isu kontemporari berkaitan Pendidikan Islam. *Demonstrate concern over contemporary issues related to Islamic Education*
PO4	Mempraktikkan akhlak dan amalan terbaik secara profesional dalam menguruskan maklumat, menjana pengetahuan serta inovasi dalam bidang Pendidikan Islam. *Practice professional ethics and best practices in information management, knowledge generation and innovation in Islamic Education.*
PO5	Mempamerkan nilai kepimpinan dan kolaborasi dengan pelbagai pihak bagi menyebarkan ilmu Pendidikan Islam secara rasional dan bermakna kepada masyarakat. *Demonstrate leadership and collaborative values with various parties to disseminate knowledge of Islamic Education rationally and meaningfully to the community.*
PO6	Menganalisis teori, polisi dan aliran kontemporari berkaitan bidang Pendidikan Islam secara kritis dan saintifik. *Critically and scientifically analyze contemporary theories, policies, and trends related to the field of Islamic Education.*
PO7	Mengurus maklumat ilmiah daripada pelbagai sumber sebagai asas pembelajaran Pendidikan Islam sepanjang hayat. *Manage scientific information from a various sources as the basis of lifelong learning of Islamic Education*

6. Struktur Program / *Programme* Structure

Struktur Program Ijazah Sarjana Pendidikan (Pendidikan Islam) berasaskan pendekatan bersifat kontemporari untuk melahirkan pendidik/guru/pengajar 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 Masters of Education (Islamic Education) program is based on contemporary approaches to produce excellent educators. The design of the curriculum content is in line with the current development of education from a service and teaching perspective which parallels the National Education Philosophy of, National Vision as well as the National Transformation Plan.

Program ini merangkumi Empat Puluh Lima (45) jam kredit iaitu merangkumi Sembilan (9) jam kredit bagi kursus teras, Enam (6) jam kredit bagi kursus elektif bidang dan Tiga Puluh (30) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

The program consists of forty-five (45) credit hours that involve nine (9) credit hours of core courses, six (6) credit hours of elective courses and thirty (30) credit hours for a dissertation. It involves lectures, assignment, discussion, presentation, research, visit and technology-based approaches.

Kursus Teras Fakulti (Wajib) / *Faculty Core Courses (Compulsary)*

POH 7001	Kaedah Penyelidikan dalam Pendidikan Islam *Methods of Research in Islamic Education*	3 kredit
POH 7003	Rekabentuk dan Perkembangan Kurikulum Pendidikan Islam *Design and Development of Islamic Education curriculum*	3 kredit
POH 7002	Teori Pendidikan Akhlak *Theory of Moral Education*	3 kredit

Kursus Elektif (Pilih Dua) / *Elective Courses (Select two)*

POH 7005	*Pendidikan Al-Qur'an* *Al-Quran Education*	3 kredit
POH 7004	*Sosiologi Pendidikan Islam* *Islamic Educational Sociology*	3 kredit
POH 7006	*Pendidikan Islam Masa Depan* *Future Islamic Education*	3 kredit

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	30 kredit

SARJANA PENDIDIKAN (PENDIDIKAN ISLAM)
MASTERS OF EDUCATION (ISLAMIC EDUCATION)

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KURSUS)
LIST OF COURSES ACCORDING TO SEMESTER (COURSE PLANNING)

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT
	KURSUS	KREDIT	KURSUS	KREDIT	KURSUS	KREDIT	
Kursus Teras ***Core Courses***	POH 7001 Kaedah Penyelidikan dalam Pendidikan Islam *Methods of Research in Islamic Education*	**3**	POH 7003 Rekabentuk dan Perkembangan Kurikulum Pendidikan Islam *Design and Development of Islamic Education curriculum*	3			**9**
	POH 7002 Teori Pendidikan Akhlak *Theory of Moral Education*	**3**					
Kursus Elektif (Pilih 2) ***Elective Courses (Select 2)***	POH 7005 Pendidikan al-Qur'an *Al-Quran Education*	**3**	POH 7006 Pendidikan Islam Masa Depan *Future Islamic Education*	**3**			**6**
	POH 7004 Sosiologi Pendidikan Islam *Islamic Educational Sociology*	**3**					
Disertasi ***Dissertation***			POX 7002 Disertasi (P) *Dissertation*	**15**	POX 7002 Disertasi (P) *Dissertation*	**15**	**30**
Jumlah Kredit		**9**		**21**		**15**	**45**

Jumlah Kredit Keseluruhan: 45 jam kredit
Total Credit Hours: 45 credit hours

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POH 7001 Kaedah Penyelidikan dalam Pendidikan Islam (3 jam kredit)
POH 7001 Methods of Research in Islamic Education (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada falsafah dan konsep asas yang diaplikasikan dalam penyelidikan sebagai satu proses penting bagi perkembangan disiplin Pendidikan Islam. Fokus perbincangan kursus meliputi teori serta kaedah asas penyelidikan kualitatif dan kuantitatif dalam pendidikan dengan mengetengahkan pelbagai rekabentuk penyelidikan berkaitan seperti tinjauan, eksperimental, kajian kes, kajian tindakan, pensejarahan dan sebagainya. Pelajar juga akan dilatih menganalisis penggunaan kaedah-kaedah tersebut serta prinsip-prinsip penyelidikan berkaitan dalam kajian-kajian Pendidikan Islam yang telah dijalankan. Pelajar akan mengaplikasi pengetahuan diperolehi melalui penyediaan kertas cadangan penyelidikan serta penyelidikan mikro yang akan dilaksanakan bagi memenuhi keperluan kursus ini. Perbincangan kursus turut mengambilkira perspektif tradisional bagi memastikan kerangka falsafah penyelidikan dalam Islam tidak diabaikan dalam melaksanakan penyelidikan kontemporari.

This course is aimed at exposing students to the philosophy and basic concepts as applied in research as an important process for the development of the Islamic education discipline. The focus of discussion in the course covers basic theories and methods of qualitative and quantitative research in education, highlighting the various related research designs, such as survey, experimental, case studies, action research, historiography, and so forth. Students will also be trained to analyze the use of these approaches and principles in relation to research studies in Islamic education that have been conducted. Students will apply knowledge gained through the preparation of research proposals and micro research will be conducted for fulfilling the course requirements. The discussions will also include the traditional perspectives in research to ensure that the philosophical framework of research in Islam is not neglected in the performance of contemporary research.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Al-Asad, Nasiruddin (2009). Tasawwurat Islamiyyah fi al-Ta'lim al-Jami'iyy wa al-Bahs al-Ilmiyy. Amman: Rawa'i Majdlawi
- Cresswell, J.W (2013) Educational research: Planning, conducting, and evaluating quantitative and qualitative research 4th Edition. : Pearson/Merrill Prentice Hall
- Cresswell, J.W (2013) *Research design: Qualitative, quantitative, and mixed methods approaches 4th Edition*. California: Sage Publications
- Al-Nashshar, Ali Saami (2009). Manahij al-Bahs 'ind Mufakkiri al-Islam, Beirut : Dar al-Nahdhah al-Arabiyyah
- Suzalie Mohamad (2003). Memahami Isu-isu Pendidikan Islam di Malaysia. Kuala Lumpur : IKIM

POH 7002 Teori Pendidikan Akhlak (3 jam kredit)
POH 7002 Theory of Moral Education (3 credit hours)

Kursus ini bertujuan untuk memberi pengetahuan yang mendalam kepada pelajar tentang ilmu akhlak sebagai satu bidang yang mencakupi seluruh kehidupan manusia. Pelajar juga dibimbing untuk membincangkan teori ilmu dan pendidikan akhlak sebagai sandaran utama pembinaan insan. Seterusnya, mereka akan berupaya menganalisis ilmu-ilmu kerohanian sebagai asas utama dalam penampilan akhlak luaran. Penerokaan strategi mendidik akhlak manusia ke arah kehidupan yang sejahtera serta penyelesaian masalah-masalah akhlak semasa berasaskan teori dan ilmu-ilmu akhlak juga dilaksanakan.

The course aims to give students a deep knowledge of the science of moral as an area that accounts for all human life. Students will be guided to discuss the theory of knowledge and moral education as the primary foundation of human development. Next, they will be able to analyze the spiritual knowledge as a fundamental part of the external appearance of moral. To mold human exploration strategy towards prosperous life as well

as solutions to current problems based on the theory of moral and moral sciences are also implemented

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Mohd. Nasir bin Omar. (2013). Falsafah akhlak . Bangi : Penerbit UKM.
- Asmawati Suhid. (2009). Pendidikan akhlak dan adab Islam: Konsep dan amalan. Kuala Lumpur: Utusan Publication and Distributors.
- Mohd. Nasir bin Omar. (2003). Christian and muslim ethics. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Amini, Ibrahim. (1997). Self building: An Islamic guide for spiritual migration. Qum: Ansariyan publication.
- Al-Ghazali (Imam Ghazali). (1992). 4 jilid ,cet. ke-2. Ihya' Ulumiddin (mengembangkan ilmu-ilmu agama). Terj. TK. H. Ismail Yakub. Singapura: Pustaka Nasional PTE LTD
- Kurtines, W.M. & Gewitz, J.L. (Eds) (1995). Moral development: An introduction. Boston: Allyn & Bacon.

POH 7003 Rekabentuk dan Perkembangan Kurikulum Pendidikan Islam (3 jam kredit)
POH 7003 Design and Development of Islamic Education Curriculum (3 credit hours)

Kursus ini bertujuan untuk memberi pengetahuan yang mendalam kepada pelajar tentang asas utama rekabentuk kurikulum dan kepelbagaian pandangan yang mempengaruhi perancangan kurikulum Pendidikan Islam. Antara topik utama yang dibincangkan ialah definisi kurikulum serta teori-teori rekabentuk kurikulum dari pelbagai pakar; implikasi kurikulum Pendidikan Islam termasuk pengajaran dan pembelajaran berkesan, penilaian dan penyusunan semula perancangan dan arah masa depan kurikulum Pendidikan Islam ke arah merealisasikan falsafah pendidikan kebangsaan ke arah melahirkan masyarakat berakhlak mulia.

The course aims to give students in-depth knowledge about the fundamental design of the curriculum and the diversity of views that affect the planning of Islamic Education curriculum. Among the main topics discuss is the definition of curriculum and curriculum design theories of various experts; the implications of Islamic Education curriculum including teaching and effective learning, assessment and restructuring plan and the future direction of the Islamic education curriculum to realize the philosophy of national education towards noble society.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Saedah Siraj . (2015). Kurikulum masa depan, cet. 2. Kuala Lumpur: Penerbit Universiti Malaya.
- Ahmad Mohd Salleh. (2011). Kurikulum, metodologi dan pedagogi pengajian Islam (Edisi Kedua). Kuala Lumpur: Oxford Fajar Bakti.
- Al-Jarisyah, A. (2009). Nahwa nazariyyah li al-tarbiyyah al-Islamiyyah. Dar al-Tadhamun li al-Tiba'ah.
- Sowell, E.J. (2000). Curriculum: an integrative introduction. New Jersey: Prentice Hall.
- Suzalie Mohamad. (2003). Memahami isu-isu Pendidikan Islam di Malaysia. Kuala Lumpur: IKIM.
- Ornstein, A.C. & Hunkins. (2008). Curriculum, foundation, principles and issues. Boston : Allyn & Bacon.

POH 7005 Pendidikan Al-Quran (3 jam kredit)
POH 7005 Al-Quran Education (3 credit hours)

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 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 mengambilkira perspektif tradisional dan kontemporari bagi memastikan kerangka falsafah dan praktikal Pendidikan al Quran tidak diabaikan dalam melaksanakan Pendidikan al Quran kontemporari.

The course aims to expose students to the philosophy and basic concepts applied in the discipline of al-Quran. The focus of the course includes discussion of the evolution of the Quran, the various components and areas of study in the discipline of the Quran, the concept of cohesion in the Quran as well as issues and trends in the practice of the Quran Education in Malaysia and so on. Students will also be trained to analyze and apply theories, methods and principles for developing appropriate educational discipline Quran Education. Discussions were also taking courses in traditional and contemporary perspective to ensure the philosophical and practical framework of the Quran are not ignored in performing contemporary Quran Education

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Ammar Fadzil (2007) Anatomi al Quran: mengenal ilmu, sejarah & kandungan al-Quran. Selangor: PTS Publications
- Helen N. Boyle. (2004).Quranic schools: Agents of preservation and change. New York: Routledge.
- Muhammad Mahmud Abdullah.(2015). Asalib tadris al-Quran. Riyadh: Dar al-Rayah Lilnasyr wa Tauzi'
- Rudolph T.Ware. (2014). The walking Qur'an: Islamic education, embodied knowledge, and history in West Africa. USA:The University of North Carolina Press.

POH 7004 Sosiologi Pendidikan Islam (3 jam kredit)
POH 7004 Islamic Educational Sociology (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada konsep asas sosiologi pendidikan daripada perspektif Islam. Ia akan membincangkan tentang prinsip-prinsip yang menjadi dasar pandangan Islam terhadap masyarakat dan ciri-ciri masyarakat Islam. Ia juga akan meninjau beberapa aspek pendidikan khususnya mengenai peranan pelbagai institusi sosial dalam memupuk dan mengembangkan nilai-nilai Islam dalam sesebuah kelompok sosial. Perbincangan akan turut menyentuh wacana pemikiran Islam mengenai peranan pendidikan dalam pembinaan sesebuah masyarakat dan tamadun. Pelajar juga akan dilatih untuk menganalisis secara kritikal isu-isu sosial kontemporari berdasarkan kerangka tasawwur sosiologi Islam. Perbincangan tersebut adalah bagi membolehkan mereka mengaplikasikan pengetahuan yang diperolehi dengan cara mengemukakan cadangan penyelesaian Islamik yang praktikal bagi menghadapi isu-isu tersebut dalam konteks lokal dan internasional. Perbincangan kursus turut memberi tumpuan kepada kaedah dan metodologi penyelidikan yang sesuai dalam manjalankan kajian sosiologi Pendidikan Islam.

The course aims to expose students to the basic concepts of sociology of education from an Islamic perspective. It discusses the principles that are the basis of the Islamic view of society and the characteristics of the Muslim community. It will also review some aspects of education, particularly about the role of social institutions in promoting and developing Islamic values in a particular social group. Discussions will also touch on the discourse of Islamic thought on the role of education in building a society and civilization. Students will also be trained to critically analyze social issues based on the framework of contemporary Islamic sociology tasawwur (worldview). The discussion is to enable them to apply the knowledge gained by proposing practical Islamic solutions for dealing with issues in the local and international context. The discussion also focuses on the appropriate approach and methodology for carrying out research in sociological study of Islamic Education.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Arab dan Bahasa Inggeris

Medium of Instruction **:** *Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Abdul Razak Ahmad, Rozita Abdul Latif, Didin Saripudin (2008) Masyarakat dan pendidikan: perspektif sosiologi, Kuantan: Yayasan Istana Abdulaziz
- Al Joulani, Fadiah Umar (1997) Ilmu al ijtima' al tarbawi, Alexandria: Markaz al Iskandariyah li al Kitab
- Ballantine, J.H (2010) The sociology of education: A systematic analysis, 6th ed., New Jersey: Pearson Education
- El Mesawi, Mohamed Tahir (1998) A Muslim theory of human society. Batu Caves:Thinker's Library
- Hasan Langgulung (1997). Asas-Asas Pendidikan Islam. Kuala Lumpur: DBP. Ctk.2.
- Macionis, J.J. (2010). Social problems. (4th edition). USA: Pearson.
- Saleh Faghirzadeh (2008) Sosiologi sosiologi, (terj. Mohd Fauzi Yaacob), Kuala Lumpur: Intitut Terjemahan Negara Malaysia

POH 7006 Pendidikan Islam Masa Depan (3 jam kredit)
POH 7006 Future Islamic Education (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada penerokaan ilmu pengajian masa depan yang berkait dengan bidang Pendidikan Islam. Pelajar juga dibimbing untuk mengulas hasil penulisan dan penyelidikan terkini berkait dengan pendidikan masa depan di Malaysia dan dunia yang dapat diaplikasi dalam bidang Pendidikan Islam. Pelajar juga dikehendaki menganalisis secara kritikal dan mengemukakan penyelesaian terhadap halatuju Pendidikan Islam masa depan. Mereka juga akan berbincang untuk merekabentuk strategi pengajaran dan pembelajaran Pendidikan Islam masa depan untuk zaman dan generasi digital. Akhir sekali, pelaajr diperlukan agar menghasilkan cadangan penyelidikan dalam bidang Pendidikan Islam masa depan

The course aims to expose students to the future exploration of science education related to the field of Islamic Studies. Students are also taught to review the literature and the latest research related to the future of education in Malaysia and the world that could be applied in the field of Islamic Studies. Students are also required to critically analyze and propose solutions to the future direction of the Islamic Education. They will also discuss the design of teaching and learning strategies for the future of Islamic education and the age of the digital generation. Finally, student required to produce research proposals in the field of Islamic education for future.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar **:** Bahasa Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction ***:*** *Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Wheeler, Keith A., Bijur, Anne Perraca (Eds.) (2000). Education for a sustainable future: A paradigm of hope for the 21st century. London : Springer Press.
- Chapman, J.D., McNamara, S., Reiss, M., Waghid, Y. (Eds.) (2014) . International handbook of learning, teaching and leading in faith-based schools. New York: Springer Press.
- Robert W. Hefner & Muhammad Qasim Zaman. (2007). Schooling Islam: Modern Muslim Education. Princeton: Princeton University Press.
- Saedah Siraj. (2015). Kurikulum masa depan. Cet 2. Kuala Lumpur: Penerbit Universiti Malaya.

POX 7002 Disertasi (30 jam kredit)
POX 7002 Dissertation (30 credit hours)

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 Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- 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

Program *Programme*	:	**Sarjana Pendidikan (Pendidikan Nilai dan Kemanusiaan)** ***Masters of Education (Values and Humanities Education)***
Kod Program *Programme Code*	:	**POI**
Mod Program *Programme Mode*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mix Mode)***

KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019
UNIVERSITY OF 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 (Pendidikan Nilai dan Kemanusiaan) adalah seperti berikut:

Admission requirements for the Masters of Education (Values and Humanities Education) programme are as follows;

i Ijazah Sarjana Muda dengan sekurang-kurangnya PNGK 3.0; **DAN**

A Bachelor degree (with a CGPA of at least 3.00); ***AND***

a. Diploma pasca ijazah (dengan PNGK sekurang-kurangnya 3.00) dalam bidang pendidikan atau pengurusan sekolah/institusi pendidikan/ institusi latihan dan sekurang-kurangnya satu (1) tahun pengalaman; **ATAU**

Postgraduate diploma (with a CGPA of at least 3.00) in education or school management/ educational institutions management/ training institutions management with at least one (1) year experience; ***OR***

b. Mempunyai pengalaman yang berkaitan sekurang-kurangnya satu (1) tahun; **ATAU**

at least one (1) year relevant experience; ***OR***

c. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa; **ATAU**

other qualification approved by the Senate from time to time; ***OR***

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

Other qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate
dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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 / *Study Period*

Tempoh Minimum	: 3 Semester Biasa
Minimum Period	*: 3 regular semesters*
Tempoh Maksimum	: 8 Semester Biasa
Maximum Period	: *8 regular semesters*

4. Matlamat Program / *Programme Objective*

Untuk menghasilkan graduan yang cemerlang dalam bidang Pendidikan Nilai dan Kemanusiaan

melalui pengetahuan teori, polisi dan aliran kontemporari, berkemahiran tinggi dalam amalan pengajaran, penilaian, teknologi, dan penyelidikan serta mengaplikasikan etika dan amalan terbaik secara professional dalam bidang pendidikan.

To produce outstanding graduates in the field of Values and Humanities Education mastering knowledge of contemporary theories, policies and trends, specialize in teaching, assessment, technology, and research practices and apply professional ethics and best practices in education.

5. Hasil Pembelajaran Program / *Programme Learning Outcomes*

Di akhir program, graduan akan dapat;
At the end of the programme, graduates will be able to;

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
PO1	Menguasai pengetahuan lanjutan dalam bidang Pendidikan Nilai dan Kemanusiaan. *Master advanced knowledge in the field of Values and Humanities Education.*
PO2	Mengaplikasi pengetahuan dan kemahiran penyelidikan untuk menyelasaikan masalah berkaitan Pendidikan Nilai dan Kemanusiaan dalam konteks semasa dan multidisiplin. *Apply research knowledge and skills to solve issues related to Values and Humanities Education in a contemporary and multidisciplinary context.*
PO3	Mempamerkan keprihatinan terhadap isu kontemporari berkaitan Pendidikan Nilai dan Kemanusiaan. *Demonstrate concern over contemporary issues of Values and Humanities Education.*
PO4	Mempraktikkan etika dan amalan terbaik secara profesional dalam menguruskan maklumat, menjana pengetahuan serta inovasi dalam bidang Pendidikan Nilai dan Kemanusiaan. *Practice professional ethics and best practices in information management, knowledge generation and innovation in the field of Values and Humanities Education.*
PO5	Mempamerkan nilai kepimpinan dan kolaborasi dengan pelbagai pihak bagi menyebarkan ilmu berkaitan Pendidikan Nilai dan Kemanusiaan secara rasional dan bermakna kepada masyarakat. *Demonstrate leadership and collaborative values with various parties to disseminate knowledge in Values and Humanities Education in a rational and meaningful way to the community.*
PO6	Menganalisis teori, polisi, dan aliran kontemporari berkaitan bidang Pendidikan Nilai dan Kemanusiaan secara kritis dan saintifik. *Critically and scientifically analyze contemporary theories, policies, and trends related to the areas of Values and Humanities Education.*
PO7	Mengurus maklumat serta pembelajaran Pendidikan Nilai dan Kemanusiaan sepanjang hayat. *Manage information and lifelong learning of Values and Humanities Education*

6. Struktur Program / *Programme* Structure

Struktur Program Ijazah Sarjana Pendidikan (Pendidikan Nilai dan Kemanusiaan) berasaskan pendekatan bersifat kontemporari untuk melahirkan pendidik/guru/pengajar 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 Masters of Education (Values and Humanities Education) program is based on contemporary approaches to produce excellent educators. The design of the curriculum content is in line with the current development of education from a service and teaching perspective which parallels the National Education Philosophy of, National Vision as well as the National Transformation Plan

Program ini merangkumi Empat Puluh Lima (45) jam kredit iaitu merangkumi Sembilan (9) jam kredit bagi kursus teras, Enam (6) jam kredit bagi kursus elektif bidang dan Tiga Puluh (30) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

The program consists of forty-five (45) credit hours that involve nine (9) credit hours of core courses, six (6) credit hours of elective courses and thirty (30) credit hours for a dissertation. It involves lectures, assignment, discussion, presentation, research, visit and technology-based approaches.

Kursus Teras Fakulti (Wajib) / *Faculty Core Courses (Compulsary)*

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Method in Education*	3 kredit
POI 7001	Teori Perkembangan Nilai dan Pembangunan Insan *Theory of Values and Human Development*	3 kredit
POI 7002	Kurikulum Penilaian Nilai dan Kemanusiaan *Curriculum of Values and Humanities Education*	3 kredit

Kursus Elektif (Pilih Dua) / *Elective Courses (Select two)*

POI 7006	Pendidikan Kewarganegaraan dan Patriotisme *Citizenship Education and Patriotism*	3 kredit
POI 7003	Trend dan Isu dalam Pendidikan dan Pembangunan Insan *Trends and Issues in Education and Human Development*	3 kredit
POI 7004	Kognisi dalam Pendidikan dan Pembangunan Insan *Cognition in Values Education and Humanities*	3 kredit
POI 7005	Devians, Delikuensi dan Masalah Sosial *Deviance, Delinquency and Social Issues*	3 kredit
POI 7007	Penilaian dalam Pendidikan Nilai dan Kemansusiaan *Assessment in Values Education and Humanities*	3 kredit

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	30 kredit

SARJANA PENDIDIKAN (PENDIDIKAN NILAI DAN KEMANUSIAAN)
MASTERS OF EDUCATION (VALUES AND HUMANITIES EDUCATION)

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KURSUS)
LIST OF COURSES ACCORDING TO SEMESTER (COURSE PLANNING)

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT
	KURSUS	KREDIT	KURSUS	KREDIT	KURSUS	KREDIT	
Kursus Teras ***Core Courses***	POX 7001 Kaedah Penyelidikan dalam Pendidikan *Research Method in Education*	**3**	POI 7002 Kurikulum Pendidikan Nilai dan Kemanusiaan *Curriculum of Values and Humanities Education*	**3**			**9**
	POI 7001 Teori Perkembangan Nilai dan Pembangunan Insan *Theory of Values and Human Development*	**3**					
Kursus Elektif (Pilih 2) ***Elective Courses (Select 2)***	POI 7003 Trend dan Isu dalam Pendidikan & Pembangunan Insan *Trends and Issues in Education and Human Development*	**3**	POI 7007 Penilaian dalam Pendidikan Nilai dan Kemanusiaan *Assessment in Values Education and Humanities*	**3**			**6**
	POI 7004 Kognisi dalam Pendidikan dan Pembangunan Insan *Cognition in Values Education and Humanities*	**3**	POI 7006 Pendidikan Kewarganegara an dan Patriotisme *Citizenship Education and Patriotism*	**3**			
	POI 7005 Devians, Delikuensi dan Masalah Sosial *Deviance, Delinquency and Social Issues*	**3**					
Disertasi ***Dissertation***			POX 7002 Disertasi (P) *Dissertation*	**15**	POX 7002 Disertasi (P) *Dissertation*	**15**	**30**
Jumlah Kredit		12		**18**		**15**	**45**

Jumlah Kredit Keseluruhan: 45 jam kredit
Total Credit Hours: 45 credit hours

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POX 7001 Kaedah Penyelidikan dalam Pendidikan (3 jam kredit)
POX 7001 Research Methods in Education (3 credit hours)

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	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Ary, D., Jacobs, L. C., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. 8th Edition*. Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. *4th Edition*. 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*. 9th *Edition*. New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. *2nd Edition*. Boston: Pearson Education Inc.

POI 7001 Teori Perkembangan Nilai dan Pembangunan Insan (3 jam kredit)
POI 7001 Theory of Values and Human Development (3 credit hours)

Kursus ini memberi pendedahan kepada pelajar tentang kepentingan teori perkembangan nilai dalam dunia pendidikan dan pembangunan insan secara menyeluruh. Disamping itu perbincangan pelbagai pendekatan teori akan diketengahkan seperti prinsip Islam, Barat, Timur dan sebagainya dalam sumbangannya kearah masyarakat berpendidikan dan beretika .Pelajar juga akan diberi peluang untuk meneliti dan mengkaji serta membentangkan kepelbagaian isu semasa yang berkaitan dengan perkembangan nilai dan pembangunan insan.

This course exposes students to the importance of the development of the theory in education and human development as a whole. In addition, discussions of various theoretical approaches will be featured, such as the principles of Islam, the West, and East and so on in its contribution towards society and ethical education. Students will also be given an opportunity to examine and review and present the diversity of current issues related to the development of values and human development.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Bailey, R. (2014). Teaching values and citizenship across the curriculum: Educating children to the world. London: Kogan Page
- Bernard J. Coughlin. (2014). The soul of a nation: Culture, morality, law, education, faith.Hamilton Books.
- Emile Durkheim .(2011). Moral education (paper back) .Roultedge Press.
- Poonam Batra. (2010). Social science learning in schools: perspective and challenges. New Delhi: Sage Publication

POI 7002 Kurikulum Pendidikan Nilai dan Kemanusiaan (3 jam kredit)
POI 7002 Curriculum of Values Education and Humanities (3 credit hours)

Kursus ini bertujuan untuk membolehkan pelajar mengkaji dan memahami matlamat, objektif dan organisasi kurikulum program pendidikan nilai dan kemanusiaan dalam sistem pendidikan sekolah dan institusi pengajian tinggi. Antara topik yang akan dibincangkan adalah matlamat program pendidikan nilai dalam konteks persekolahan dan institusi pengajian tinggi, objektif kurikulum pendidikan nilai dan kemanusiaan, organisasi kurikulum, kandungan kurikulum dan implikasinya dalam pengajaran dan pembelajaran serta aspek pembaikan dan inovasi kurikulum. Tumpuan juga akan diberikan kepada kajian pelaksanaan program pendidikan nilai dalam sistem pendidikan di rantau Asia dan di negara-negara Barat.

The course aims to enable students to prepare and understand the goals, objectives and organization toward education curriculum of values and humanities in the school system and higher education institutions. Among the topics to be discussed are the goal of the program implementation in the context of school education and higher education institutions, curriculum organization, curriculum content and the implications in terms of teaching and learning as well as curriculum improvements and innovation. Emphasis will also be given to the study of the implementation of the values and humanities education program in the education system in the Asia region and Western countries. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Bailey, R. (2014). Teaching values and citizenship across the curriculum: Educating children to the world. London: Kogan Page
- Bernard J. Coughlin. (2014). The soul of a nation: Culture, morality, law, education, faith.Hamilton Books.
- Emile Durkheim .(2011). Moral education (paper back) .Roultedge Press.
- Vishalache Balakrishnan (2009). Pendidikan Moral untuk universiti dan kolej. Subang Jaya: Arah Pendidikan

POI 7003 Trend dan Isu dalam Pendidikan dan Pembangunan Insan (3 jam kredit)
POI 7003 Trends and Issues in Education and Human Development (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada trend dan isu berkaitan dengan prinsip serta amalan pendidikan yang memfokuskan kepada pembangunan potensi diri pelajar menjadi insan kamil berlandaskan pendekatan Islam serta Barat. Perbincangan kursus meliputi konsep pembangunan insan dan insan seimbang, teori pembangunan insan mengikut pemikir Islam dan Barat, faktor pemangkin kepada amalan pendidikan yang melahirkan insan kamil seperti kurikulum, strategi pengajaran dan pembelajaran, penilaian, guru serta pembolehubah lain. Pelajar juga akan menganalisis secara kritikal isu-isu semasa yang memberi kesan terhadap proses pembinaan insan melalui pendidikan serta mengemukakan alternatif penyelesaiannya. Pelajar juga akan mengenalpasti isu kritikal yang menghalang proses pembangunan insan dalam konteks kerjaya

mereka sebagai guru dan mengemukakan satu cadangan penyelidikan yang membantu ke arah penyelesaian isu tersebut.

The course aims to expose students to the emerging trends and issues relating to the principles and practices of education that focuses on developing students' potential to become a perfect human being based approach to Islam and the West. Discussion of the course covers the concept of human development and human well-balanced, human development theory by Muslim scholars and the West, the catalyst for the practice of producing perfect human education such as curriculum, teaching and learning strategies, assessment, teachers and other variables. Students will also critically analyze current issues that affect human construction process through education and offer alternative solutions. Students will also identify critical issues that hinder the process of human development in the context of their career as a teacher and submit a research proposal which help towards solving the issue. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Al Attas, S.M Naquib (2003). The concept of education in Islam. Kuala Lumpur: ISTAC
- Bernard J. Coughlin. (2014). The soul of a nation: Culture, morality, law, education, faith.Hamilton Books.
- Jerome Kagan. (2013). The human spark: The science of human development. New York : Basic Books
- R.S. Peters (Ed). (2010). The concept of education. Routledge
- Yahaya Ibrahim. (2010). Pembangunan modal insan: Isu dan cabaran. Bangi: Penerbit UKM:

POI 7004 Kognisi dalam Pendidikan Nilai dan Kemanusiaan (3 jam kredit)
POI 7004 Cognition in Values Education and Humanities (3 credit hours)

Kursus ini akan mendedahkan pelajar mengenai teori dan amalan kognitif pendidikan dalam subjek pendidikan nilai dan kemanusiaan khususnya daripada aspek; gaya pengajaran kognisi, gaya pembelajaran kognisi, ciri penyelidikan kognisi disamping dapat membincangkan isu dan trend semasa pengajaran kognisi dalam pendidikan nilai dan kemanusiaan

This course will expose students to the theory and practice of cognitive education in the subject of values education and humanities, particularly from the aspect; cognition teaching styles, learning styles of cognition, cognition research features in addition to discussing the current issues and trends of teaching cognitive in values education and humanities. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Abd Rahim Abd Rashid. 2009. Nilai-nilai murni dalam pendidikan: Menghadapi perubahan dan cabaran alaf baru. Kuala Lumpur: Utusan Publications & Distributors Sdn. Bhd.
- Bailey, R. (2014). Teaching values and citizenship across the curriculum: Educating children to the world. London: Kogan Page
- Bernard J. Coughlin. (2014). The soul of a nation: Culture, morality, law, education, faith. Hamilton Books

POI 7005 Devians, Delinkuensi dan Masalah Sosial (3 jam kredit)
POI 7005 Deviance, Delinquency and Social Issues (3 credit hours)

Kursus ini membahaskan takrif, faktor dan teori yang menjelaskan salahlaku disiplin, devians dan delinkuens, khususnya dalam konteks pelbagai pemikiran dan perspektif budaya / tamaddun. Selain itu kursus ini meneliti isu-isu yang berkaitan dengan metod penyelidikan yang diguna dan persoalan yang selalu dibangkitkan.

This course is debating the definition, factors and theories explaining the disciplinary misconduct, deviance and delinquency, especially in the context of different thoughts and perspectives of culture / civilization. In addition, the course examines issues related to the research methods used and the question that is always raised.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Burton, John (2007).Violence explained. Manchester: Manchester University Press.
- Larry J. Siegel. (2014) Juvenile delinquency: theory, practice, and law. New York: Wadsworth Publishing (12 edition)
- Melanie Killen & Robert J. Coplan (Editors). (2011) Social development in childhood and adolescence: A contemporary reader. Oxford: Wiley-Blackwell.

POI 7006 Pendidikan Kewarganegaraan dan Patriotisme (3 jam kredit)
POI 7006 Citizenship Education and Patriotism (3 credit hours)

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang pengetahuan, kemahiran dan nilai berkaitan pendidikan kewarganegaraan dan patriotisme. Antara topik yang akan dibincangkan ialah: konsep berkaitan dengan pendidikan kewarganegaraan seperti sistem politik, ekonomi dan budaya, patriotisme, integrasi kebangsaan, hak dan tanggungjawab, kepelbagaian budaya, keamanan dan harmonis sedunia (global citizenship), program pendidikan kewarganegaraan dan patriotisme negara barat dan timur, dan masalah dan isu dalam perkembangan pendidikan kewarganegaraan dan patriotisme khususnya di Malaysia seperti kurikulum sekolah, latihan guru dan penyertaan komuniti

This course aims to inform students about the knowledge, skills and values related to civic education and patriotism. Among the topics to be discussed are: concepts related to citizenship education as a political system, economy and culture, patriotism, national integration, rights and responsibilities, cultural diversity, peace and harmony of the world (global citizenship), citizenship and patriotism education program in the west and east country , the problems and issues in the development of civic education and patriotism, particularly in Malaysia such as school curricula, teacher training and community participation.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Davidson, A.J. & Stow, W. (2014). Social literacy: Citizenship education and the national curriculum. London: Routledge Falmer.
- Bailey, R. (2014). Teaching values and citizenship across the curriculum: Educating children to the world. London: Kogan Page.
- Rubin, B.C. & Giarelli, J.M. (edt).(2013) Civic education for diverse citizens in global times. New York: Routledge.
- Nazaruddin Haji Mohd Jali (2005). Pengajian Malaysia: kenegaraan dan kewarganegaraan. Petaling Jaya: Prentice Hall.

POI 7007 Penilaian dalam Pendidikan Nilai dan Kemanusiaan (3 jam kredit)
POI 7007 Assessment in Values Education and Humanities (3 credit hours)

Kursus ini akan mendedahkan pelajar mengenai teori dan amalan penilaian pendidikan dalam pendidikan nilai dan kemanusiaan khususnya daripada aspek penilaian sumatif dan formatif, pembinaan item penilaian mengikut subjek dalam pendidikan nilai dan kemanusiaan serta aplikasi penilaian dalam bilik darjah disamping dapat membincangkan isu dan trend semasa penilaian pendidikan nilai dan kemanusiaan.

This course will expose students to the theory and practice of educational values and humanities assessment, particularly from the aspect of summative and formative assessments, according to the construction of test subjects in values education and humanities evaluation of applications in the classroom. Some more students will be given the discussion task related to the current issues and trends assessment in values education and humanities. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Airasian, P.W (2000). Assessment in the classroom: A concise approach. Boston: Mc-Graw-Hill
- David Lambert & Dav id Lines (2000), Understanding assessment. New York: Routledge Falmer
- Elizabeth F. Barkley & Claire Howell Major. (2016) Learning assessment techniques. New York: Jossey-Bass
- Rosie Phillips Bingham, Daniel Bureau, Amber Garrison Duncan Marilee Bresciani Ludvik(Eds) (2015) Leading assessment for student success: Ten tenets that change culture and practice in student affairs. USA: Stylus Publishing

POX 7002 Disertasi (30 jam kredit)
POX 7002 Dissertation (30 credit hours)

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 Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- 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

Programme	:	**Sarjana Pendidikan (Pendidikan Seni Visual)** ***Masters of Education (Visual Arts Education)***
Kod Program *Programme Code*	:	**POJ**
Mod Program *Programme Mode*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mix Mode)***

KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019
UNIVERSITY OF 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 (Pendidikan Seni Visual) adalah seperti berikut:

Admission requirements for the Masters of Education (Visual Arts Education) programme are as follows;

Calon Tempatan / *Local Candidate*

i Ijazah Sarjana Muda (dengan sekurang-kurangnya PNGK 3.0); **DAN**

A Bachelor degree (with a CGPA of at least 3.00); ***AND***

a. Diploma pasca ijazah (dengan PNGK sekurang-kurangnya 3.00) dalam bidang pendidikan atau pengurusan sekolah/institusi pendidikan/ institusi latihan dan sekurang-kurangnya satu (1) tahun pengalaman; **ATAU**

Postgraduate diploma (with a CGPA of at least 3.00) in education or school management / educational institutions management/ training institutions management with at least one (1) year experience; ***OR***

b. Mempunyai pengalaman yang berkaitan sekurang-kurangnya satu (1) tahun; **ATAU**

at least one (1) year relevant experience; ***OR***

c. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa; **ATAU**

other qualification approved by the Senate from time to time; ***OR***

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

Other qualification recognized by the Government of Malaysia and approved by the University of 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 University of 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 / *Study Period*

Tempoh Minimum	: 3 Semester Biasa
Minimum Period	*: 3 regular semesters*
Tempoh Maksimum	: 8 Semester Biasa
Maximum Period	*: 8 regular semesters*

4. Matlamat Program / *Programme Objective*

Untuk melahirkan pakar dalam bidang Pendidikan Seni Visual yang boleh berfungsi sebagai perancang dan pelaksana di pelbagai agensi pendidikan sektor kerajaan dan swasta, selaras dengan visi dan misi Fakulti Pendidikan Universiti Malaya dalam hal penjanaan ilmu dalam pendidikan dan pembangunan insan peringkat kebangsaan dan antarabangsa.

To produce experts in the field of Visual Arts Education who can serve as planners and executives in various government and private education agencies, in line with the vision and mission of the University of Malaya's Faculty of Education on national and international education and human development.

5. Hasil Pembelajaran Program / *Programme Learning Outcomes*

Di akhir program, graduan akan dapat;
At the end of the programme, graduates will be able to;

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
PO1	Menguasai teori dan prinsip penting dalam bidang Pendidikan Seni Visual *Master key theories and principles in the field of Visual Arts Education*
PO2	Mengaplikasi kemahiran penyelidikan untuk menyelesaikan masalah berkaitan bidang Pendidikan Seni Visual dalam konteks multidisiplin dan pelbagai budaya *Apply research skills to solve problems related to Visual Arts Education in multidisciplinary and multicultural contexts*
PO3	Mempamerkan keperhatinan terhadap perkembangan dan isu kontemporari berkaitan Pendidikan Seni Visual *Demonstrates concern over developments and contemporary issues related to Visual Arts Education*
PO4	Mengekalkan amalan terbaik dalam pengurusan maklumat supaya mampu menjana pengetahuan berkaitan bidang Pendidikan Seni Visual secara professional *Maintain best practices in information management so as to generate knowledge in the field of Visual Arts Education professionally*
PO5	Menampilkan nilai kepimpinan yang inovatif menerusi kolaborasi dengan pelbagai pihak bagi meluaskan ilmu Pendidikan Seni Visual sesuai dengan keperluan semasa *Demonstrate innovative leadership values through collaboration with various stakeholders to expand the Visual Arts Education sector according to current needs*
PO6	Menganalisis teori, polisi dan aliran kontemporari berkaitan dengan bidang Pendidikan Seni secara kritis dan saintifik. *Analyz contemporary theories, policies and trends related to the field of Arts Education critically and scientifically.*
PO7	Melibatkan diri dalam mengurus maklumat bagi melestarikan pembelajaran Pendidikan Seni secara berterusan. *Involve in the management of information for the sustainability of Arts Education learning.*

6. Struktur Program / *Programme* Structure

Struktur Program Ijazah Sarjana Pendidikan (Pendidikan Seni Visual) dirangka mengikut pendekatan kontemporari yang mengambil kira unsur teori dan amalan uutuk pengajian peringkat lepasan ijazah yang terkini. Manakala kandungan kurikulum pula direkabentuk mengikut perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara.

The structure of the Masters of Education (Visual Arts Education) program is based on contemporary

approaches to produce excellent educators. The design of the curriculum content is in line with the current development of education from a service and teaching perspective which parallels the National Education Philosophy of, National Vision as well as the National Transformation Plan.

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Sembilan (9) jam kredit bagi kursus teras, Enam (6) jam kredit bagi kursus elektif dan Tiga Puluh (30) jam kredit bagi disertasi. Kursus-kursus disampaikan menerusi kuliah, pembacaan online menggunakan spektrum, perbincangan, kerja kelas, kerja studio, pembentangan, dan aktiviti penyelidikan, bergantung pada sifat kursus yang terlibat. Penyediaan disertasi bermula pada semester 3 setelah semua kursus disempurnakan.

The program consists of forty-five (45) credit hours that involve nine (9) credit hours of core courses, six (6) credit hours of elective courses and thirty (30) credit hours for a dissertation. Courses are delivered through lectures, online readings on Spectrum, discussion, classroom work, studio work, presentations, and research activities, depending on the nature of the particular course. Preparation of the dissertation will begins in semester 3 after the completion of all the courses.

Kursus Teras Fakulti (Wajib) / *Faculty Core Courses (Compulsary)*

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Method in Education*	3 kredit
POJ7001	Perspektif Penyelidikan Pendidikan Seni Visual *Perspectives of Visual Arts Education Research*	3 kredit
POJ7002	Rekabentuk Kurikulum dalam Pendidikan Seni Visual *Curriculum Design in Visual Arts Education*	3 kredit

Kursus Elektif (Pilih Dua) / *Elective Courses (Select two)*

POJ7005	Psikologi Seni *Psychology of Arts*	3 kredit
POJ7003	Pentaksiran dan Penilaian Pendidikan Seni Visual *Assessment and Evaluation in Visual Arts Education*	3 kredit
POJ7004	Perkembangan Seni Visual Kanak-Kanak *Children's Development in Visual Arts*	3 kredit
POJ7006	Seminar dalam Penyelidikan Pendidikan Seni Visual *Seminar in Visual Arts Education Research*	3 kredit

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	30 kredit

SARJANA PENDIDIKAN (PENDIDIKAN SENI VISUAL)
MASTERS OF EDUCATION (VISUAL ARTS EDUCATION)

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KURSUS)
LIST OF COURSES ACCORDING TO SEMESTER (COURSE PLANNING)

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT
	KURSUS	KREDIT	KURSUS	KREDIT	KURSUS	KREDIT	
Kursus Teras ***Core Courses***	POX 7001 Kaedah Penyelidikan dalam Pendidikan *Research Method in Education*	**3**	POJ 7002 Rekabentuk Kurikulum dalam Pendidikan Seni Visual *Curriculum Design in Visual Arts Education*	**3**			**9**
	POJ 7001 Perspektif Penyelidikan Pendidikan Seni Visua *Perspectives of Visual Arts Education Research*	**3**					
Kursus Elektif (Pilih 2) ***Elective Courses (Select 2)***	POJ 7003 Pentaksiran dan Penilaian Pendidikan Seni Visual *Assessment and Evaluation in Visual Arts Education*	**3**	POJ 7005 Psikologi Seni *Psychology of Art*	**3**			**6**
	POJ 7004 Perkembangan Seni Visual Kanak-Kanak *Children's Development in Visual Arts*	**3**	POJ 7006 Seminar dalam Penyelidikan Pendidikan Seni Visual *Seminar in Visual Arts Education Research*	**3**			
Disertasi ***Dissertation***			POX 7002 Disertasi (P) *Dissertation*	**15**	POX 7002 Disertasi (P) *Dissertation*	**15**	**30**
Jumlah Kredit		**9**		**21**		**15**	**45**

Jumlah Kredit Keseluruhan: 45 jam kredit
Total Credit Hours: 45 credit hours

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 Dan Seminar 2
Proposal Defence And Cadidature Defence Presentation

membentangkan cadangan penyelidikan dalam Proposal Defence;
present your research proposal at Proposal Defence;

membentangkan kemajuan penyelidikan dalam Candidature Defence;
present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POX 7001 Kaedah Penyelidikan dalam Pendidikan (3 jam kredit)
POX 7001 Research Methods in Education (3 credit hours)

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	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Ary, D., Jacobs, L. C., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. 8th Edition*. Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. *4th Edition*. 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*. 9th *Edition*. New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. *2nd Edition*. Boston: Pearson Education Inc.

POJ 7001 Perpektif Penyelidikan Pendidikan Seni Visual (3 jam kredit)
POJ 7001 Perspectives of Visual Arts Education Research (3 credit hours)

Tujuan kursus ini adalah untuk menyediakan pelajar dengan pengetahuan tentang kaedah dan pengkaedahan,serta kemahiran untuk menjalankan penyelidikan semasa dalam pendidikan seni. Isi penting termasuklah perbincangan dan penelitian terhadap kaedah penyelidikan yang sering digunakan untuk mengkaji aspek-aspek dalam bidang pendidikan seni. Pelajar akan terlibat dalam projek kecil penyelidikan menggunakan satu kaedah yang dipilih bagi mengkaji isu yang berkaitan dengan pengajaran dan pembelajaran seni dalam konteks pendidikan.

The course aims to provide students with knowledge on methods and methodologies, and skills for conducting contemporary research in art education. Important contents include discussions and examination of research methods that are commonly used to study aspects in the field of art education. The student will engage in a minor research project using a method of his/her choice to study issues relevant to art teaching or student learning in an educational context.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %

Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar : Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction : *Malay and English*

Rujukan Terpilih / *Selected References*

- Baron, T. & Eisner, E. (2012). Art-based research. Singapore: Sage Publications Ltd.
- Bastos, F., & Zimmerman, E. (eds.) (2015). Connecting creativity research and practice in art education: Foundations, pedagogies, and contemporary issues. Reston, VA: NAEA
- Hickman, R. (Ed). (2008). Research in art & design education: Issues and exemplars. Chicago; University of Chicago Press
- Miraglia, Kathy M., & Smilan, Cathy. (Ed.) (2014). Inquiry in action: Paradigms, methodologies, and perspectives in art education research. Reston, NJ: NAEA

POJ 7002 Rekabentuk Kurikulum dalam Pendidikan Seni Visual (3 jam kredit)
POJ 7002 Curriculum Design in Visual Arts Education (3 credit hours)

Kursus ini melibatkan perbincangan mengenai seni, khususnya, daripada aspek konsep dan isu, penelitian model kurikulum pendidikan seni, analisis faktor yang mempengaruhi perancangan, pemilihan, penyusunan dan penyediaan kurikulum seni, dan juga penilaian kurikulum dan inovasi.

This course involves discussions on art, particularly from the conceptual aspects and issues; examination of curricular models of art education; analysis of factors affecting planning, choices, organization and preparation of art curriculum, and curriculum evaluation and innovations. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar : Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction : *Malay and English*

Rujukan Terpilih / *Selected References*

- Addison, N, & Burgess, L. (Eds). (2012). Debates in art and design education. London: Routledge Falmer
- Beudert, L., & McClure, M. (2015). Curriculum inquiry and design for school and community based art education. Reston, VA: NAEA
- Campbell, Laura H., & Simmons, Seymour. (Eds) (2012). The heart of art education: Holistic approaches to creativity, integration, and transformation Reston, VA: NAEA

POJ 7003 Penaksiran dan Penilaian dalam Pendidikan Seni Visual (3 jam kredit)
POJ 7003 Assessment and Evaluation in Visual Arts Education (3 credit hours)

Kursus ini bertujuan untuk membolehkan pelajar membincang dan menganalisis teori-teori interpretasi dalam seni tampak, isu-isu penaksiran dan penilaian dalam pendidikan seni visual. Pelajar juga akan terlibat dalam proses membina soalan, menganalisis bentuk item dalam soalan dan menilai set soalan yang mereka sediakan.

The course aims to enable students discuss and analyse theories of interpretation in the visual arts, issues of assessment and evaluation. Students will be involved in activities of test construction, analysing test items and evaluating test sets they have prepared themselves. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar : Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction : *Malay and English*

Rujukan Terpilih / *Selected References*

- Bastos, F., & Zimmermae, E. (Eds.) (2015). Connecting creativity research and practice in art Education: Foundations, pedagogies, and contemporary issues. Reston, VA: NAEA
- Dorn, C., Madeja, S.,& Sabol, R. (2014). Assessing espressive learning: A practical guide for teacher-directed authentic assessment in K-12 Visual Arts . London: Routledge.
- Macleod, K., & Holdridge, L. (2006). Thinking through art: Reflections on art as research. London: Routledge Co.
- Neuman, W. Lawrence. (2011). Social research methods (7th ed). Boston; Pearson
- Rayment, Trevor (Ed).(2007). Problems of assessment in art and design. Bristol: Intellect Books
- Taylor, Philip (2006). Assessment in arts education. London: Heinemann Drama Press

POJ 7004 Perkembangan Kanak-Kanak dalam Seni Visual (3 jam kredit)
POJ 7004 Children's Development in Visual Arts (3 credit hours)

Kursus ini meneroka perspektif sejarah dan semasa tentang perkembangan seni kanak-kanak. Tujuannya, antara lain, adalah untuk mengesan hubungan antara pertumbuhan intelek kanak-kanak dengan kebolehan kreatif dan bertindak balas terhadap seni. Antara topik utama yang dibincangkan ialah sejarah dan teori seni kanak-kanak, ciri dan perkembangan strategi kanak-kanak dalam seni, dan kanak-kanak sebagai pengkritik seni

This course explores the historical and contemporary perspectives of children's artistic development. The aims, among which, are to examine the relationships between children's intellectual growth, creative ability and making art responses. Among the main topics discussed are history and theories of children's art, characteristics and development of children's strategies in art, and children as art critics. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Al Hurwitz & Carroll, Karen (2008) Memory and experience. Reston: NAEA
- Fox, J. & Schirrmacher, R. (2011). Art and creative development for young children (7th ed.). London: Cengage Learning
- Golomb, C. (2011). The creation of imaginary worlds: The role of art, magic and dreams in child development. Jessica Kingsley Publishers.
- Jolley, Richard P. (2010). Children and pictures; Drawing and understanding. Singapore: Harwood Academic Publishers

POJ 7005 Psikologi Seni (3 jam kredit)
POJ 7005 Psychology of Art (3 credit hours)

Pendedahan pelajar kepada topik-topik utama dalam psikologi seni: permasalahan seni, seni dan persepsi, pemikiran kreatif dalam seni, seni dan pertumbuhan model grafik, ekspresi penggambaran kanak-kanak; penganalisisan tentang kriteria kecenderungan dan penilaian estetika; perbincangan tentang isu utama psikologi seni dalam konteks pendidikan seni semasa

Students are exposed to the main topics in the psychology of art: problems in art; art and perception; creative thinking in art; art and the growth of graphic models; picture expressions of children; analysis of inclination criteria and evaluation of aesthetics and discussion of main issues related to the psychology of art in the context of current art education.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Arnheim R. (2004). Art and visual perception. California: University of California Press
- Livingstone, Margaret (2008). Vision and art: The biology of seeing. Abrams
- Mather, George (2014). The psychology of visual art: Eye, brain and art. Cambridge: Cambridge University Press
- Marshall, J & Donahue, D. M. (2014). Art-centered learning across the curriculum: Integrating contemporary art in the secondary school classroom. New York: Teachers College Columbia University Press
- Neu, K. (2011). Visual art for the secondary grades. Copy right Kerrian Neu.(www. svisualart.com)
- Solso, Robert (2003). The psychology of art and the evolution of the conscious brain. Cambridge: MIT Press

POJ 7006 Seminar Penyelidikan dalam Pendidikan Seni Visual (3 jam kredit)
POJ 7006 Seminar in Visual Arts Education Research (3 credit hours)

Kursus ini bertujuan untuk membantu pelajar mengkonsepsi dan menyediakan satu cadangan penyelidikan. Berasaskan satu struktur proses yang disediakan, pelajar bekerja mengikut jadual untuk menghasilkan satu rancangan, dan membentangkannya untuk penilaian pakar dan rakan sebaya.

The course is aimed at helping students to conceptualize and prepare a research proposal. Based on a provided process structure the students will work on a schedule to develop a plan, and to present it for expert and peer evaluation. .

Kaedah Penilaian	**:**	Kerja Kursus	–	100 %
Assessment Method	***:***	*Assignment*	–	100 %

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Bastos, F., & Zimmermae, E. (Eds.) (2015). Connecting creativity research and practice in art Education: Foundations, pedagogies, and contemporary issues. Reston, VA: NAEA
- Grazio, Anthony M., & Raulin, Michael L., (2010). Research methods: A process of inquiry (7th ed.). Boston: Pearson
- Neuman, W. Lawrence. (2011). Social research methods (7th ed). Boston; Pearson
- Vogt, W. Paul, Dianne, C. Gardner & Haeffele, Lynne M., (2012). When to use what design. New York: The Guilford Press

POX 7002 Disertasi (30 jam kredit)
POX 7002 Dissertation (30 credit hours)

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 Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education*. 9*th 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

Program *Programme*	:	**Sarjana Pendidikan (Sosiologi Pendidikan)** ***Masters of Education (Sociology of Education)***
Kod Program *Programme Code*	:	**POK**
Mod Program *Programme Mode*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mix Mode)***

KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019
UNIVERSITY OF 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 (Sosiologi Pendidikan) adalah seperti berikut:

Admission requirements for the Masters of Education (Sociology of Education) programme are as follows;

1. Ijazah Sarjana Muda dengan sekurang-kurangnya PNGK 3.0; **DAN**

   A Bachelor degree (with a CGPA of at least 3.00); ***AND***

   a. Diploma pasca ijazah (dengan PNGK sekurang-kurangnya 3.00) dalam bidang pendidikan atau pengurusan sekolah/institusi pendidikan/ institusi latihan dan sekurang-kurangnya satu (1) tahun pengalaman; **ATAU**

      Postgraduate diploma (with a CGPA of at least 3.00) in education or school management/ educational institutions management/ training institutions management with at least one (1) year experience; ***OR***

   b. Mempunyai pengalaman yang berkaitan sekurang-kurangnya satu (1) tahun; **ATAU**

      at least one (1) year relevant experience; ***OR***

   c. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa; **ATAU**

      other qualification approved by the Senate from time to time; ***OR***

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

      Other qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate
dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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 / *Study Period*

Tempoh Minimum	: 3 Semester Biasa
Minimum Period	*: 3 regular semesters*
Tempoh Maksimum	: 8 Semester Biasa
Maximum Period	*: 8 regular semesters*

4. Matlamat Program / *Programme Objective*

Untuk menghasilkan graduan yang dinamik dan reflektif dalam bidang Sosiologi Pendidikan, yang berupaya memantau dan memperbaiki amalan profesionalisme mereka dengan kebolehan

mengaplikasi pengetahuan teori, mengukuhkan kemahiran praktikal dan menyempurnakan aktiviti penyelidikan dalam menyelesaikan masalah berkaitan bidang bagi menyumbang kepada masyarakat tempatan dan antarabangsa.

To produce dynamic and reflective graduates in the field of Sociology of Education, who are capable of monitoring and enhancing their professionalism with the ability to apply theoretical knowledge, strengthen practical skills and enhance research activities in solving relevant problems to contribute to the local and international community.

5. Hasil Pembelajaran Program / *Programme Learning Outcomes*

Di akhir program, graduan akan dapat;
At the end of the programme, graduates will be able to;

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
PO1	Mengaplikasikan dan mengintegrasikan pengetahuan berkaitan isu dan trend global dan tempatan terkini dalam penyelidikan bidang Sosiologi Pendidikan berkaitan sistem sosial dan sekolah. *Apply and integrate knowledge in the field of Educational Sociology research regarding global and local current issues and trends related to school and social systems.*
PO2	Mengaplikasi kemahiran teknik penyelidikan untuk memperoleh dan memajukan pengetahuan agar menyelesaikan masalah berkaitan bidang Sosiologi Pendidikan dalam konteks sekolah dan masyarakat global dan tempatan *Apply research techniques to acquire and develop knowledge to solve problems related to Sociology of Education in the context of schools and communities globally and locally.*
PO3	Mempamerkan kebolehan berkomunikasi, memimpin dan berkerjasama dengan pelbagai pihak bagi melaksanakan aktiviti bagi meluaskan ilmu Sosiologi Pendidikan untuk keperluan semasa sekolah dan masyarakat *Demonstrate ability to communicate, lead and cooperate with various parties to carry out activities to expand the Sociology of Education for the current needs of schools and communities*
PO4	Melibatkan diri dengan penggunaan kemahiran saintifik dan proses penyelesaian masalah untuk mensintesiskan pengetahuan lanjutan dalam bidang Sosiologi Pendidikan global dan tempatan *Engage in the application of scientific skills and problem-solving processes to synthesize advanced knowledge in the field of Sociology of Education globally and locally*
PO5	Mempamerkan profesionalisme sebagai seorang pendidik dengan keprihatinan dan kebolehan dalam mengembangkan komuniti pembelajaran masa hadapan berkaitan isu kontemporari Sosiologi pendidikan dalam konteks sekolah dan masyarakat global dan tempatan *Demonstrate professionalism as an educator with the concern and ability to develop a future learning community on contemporary issues of Sociology of Education in the context of global and local schools and communities*
PO6	Mereka bentuk dan menjalankan penyelidikan serta menganalisis secara kritis, dan beretika isu-isu kontemporari berkaitan bidang Sosiologi Pendidikan *Design and carry out critical and ethical research and analysis regarding contemporary issues in Educational Sociology*
PO7	Mengembangkan pengetahuan, pelbagai potensi dan bakat berkaitan Sosiologi Pendidikan secara berterusan, inkremental dan kumulatif dalam konteks sistem sosial dan sekolah *Develop knowledge, potentials and talents related to Sociology of Education on an ongoing, incremental and cumulative basis in the context of social and school systems*

6. Struktur Program / *Programme* Structure

Struktur Program Ijazah Sarjana Pendidikan (Sosiologi Pendidikan) dirangka mengikut pendekatan kontemporari yang mengambil kira unsur teori dan amalan umtuk pengajian peringkat lepasan ijazah yang terkini. Manakala kandungan kurikulum pula direkabentuk mengikut perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara.

The structure of the Masters of Education (Sociology of Education) program is based on contemporary approaches to produce excellent educators. The design of the curriculum content is in line with the current development of education from a service and teaching perspective which parallels the National Education Philosophy of, National Vision as well as the National Transformation Plan.

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Sembilan (9) jam kredit bagi kursus teras, Enam (6) jam kredit bagi kursus elektif dan Tiga Puluh (30) jam kredit bagi disertasi. Kursus-kursus disampaikan menerusi kuliah, pembacaan online menggunakan spektrum, perbincangan, kerja kelas, kerja studio, pembentangan, dan aktiviti penyelidikan, bergantung pada sifat kursus yang terlibat. Penyediaan disertasi bermula pada semester 3 setelah semua kursus disempurnakan.

The program consists of forty-five (45) credit hours that involve nine (9) credit hours of core courses, six (6) credit hours of elective courses and thirty (30) credit hours for a dissertation. Courses are delivered through lectures, online readings on Spectrum, discussion, classroom work, studio work, presentations, and research activities, depending on the nature of the particular course. Preparation of the dissertation will begins in semester 3 after the completion of all the courses.

Kursus Teras Fakulti (Wajib) / *Faculty Core Courses (Compulsary)*

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Method in Education*	3 kredit
POK 7001	Interpretasi Sosiologi dalam Pendidikan *Interpretation of Sociology of Education*	3 kredit
POK 7002	Sosiologi Pendidikan: Perspektif Perbandingan *Sociology of Education: Comparative Perspective*	3 kredit

Kursus Elektif (Pilih Dua) / *Elective Courses (Select two)*

POK 7003	Ketidaksamaan Sosial dalam Pendidikan *Social Inequality in Education*	3 kredit
POK 7004	Sosiologi Remaja *Sociology of Adolescence*	3 kredit
POK 7005	Institusi Sosial dalam Pendidikan *Social Institutions in Education*	3 kredit
POK 7006	Trend dan Isu dalam Pendidikan Sains Sosial *Trends and Issues in Social Science Education*	3 kredit
POI 7005	Devian, Delinkuensi dan Masalah Sosial *Deviance, Delinquency and Social Issues*	3 kredit

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	30 kredit

SARJANA PENDIDIKAN (SOSIOLOGI PENDIDIKAN)
MASTERS IN EDUCATION (SOCIOLOGY OF EDUCATION)

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KURSUS)
LIST OF COURSES ACCORDING TO SEMESTER (COURSE PLANNING)

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT
	KURSUS	KREDIT	KURSUS	KREDIT	KURSUS	KREDIT	
Kursus Teras ***Core Courses***	POX 7001 Kaedah Penyelidikan dalam Pendidikan *Research Method in Education*	**3**	POK 7002 Sosiologi Pendidikan: Perspektif Perbandingan *Sociology of Education: Comparative Perspective*	**3**			**9**
	POK 7001 Interpretasi Sosiologi dalam Pendidikan *Interpretation of Sociology of Education*	**3**					
Kursus Elektif (Pilih 2) ***Elective Courses (Select 2)***	POK 7003 Ketidaksamaan Sosial dalam Pendidikan *Social Inequality in Education*	**3**	POK 7006 Trend dan Isu dalam Pendidikan Sains Sosial *Trends and Issues in Social Science Education*	**3**			**6**
	POK 7004 Sosiologi Remaja *Sociology of Adolescence*	**3**	POI 7005 Devian, Delinkuensi dan Masalah Sosial *Deviance, Delinquency and Social Issues*	**3**			
	POK 7005 Institusi Sosial dalam Pendidikan *Social Institutions in Education*	**3**					
Disertasi ***Dissertation***			POX 7002 Disertasi (P) *Dissertation*	**15**	POX 7002 Disertasi (P) *Dissertation*	**15**	**30**
Jumlah Kredit		**9**		**21**		**15**	**45**

Jumlah Kredit Keseluruhan: 45 jam kredit
Total Credit Hours: 45 credit hours

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POX 7001 Kaedah Penyelidikan dalam Pendidikan (3 jam kredit)
POX 7001 Research Methods in Education (3 credit hours)

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	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Ary, D., Jacobs, L. C., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. 8th Edition*. Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. *4th Edition*. 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*. 9th *Edition*. New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. *2nd Edition*. Boston: Pearson Education Inc.

POK 7001 Interpretasi Sosiologi dalam Pendidikan (3 jam kredit)
POK 7001 Interpretation of Sociology of Education (3 credit hours)

Kursus ini bertujuan untuk memperkenalkan kepada pelajar perkaitan di antara sosiologi dengan pendidikan. Perkaitan ini akan melengkapkan pelajar dengan kefahaman asas dan kritis terhadap tingkah laku sosial manusia dalam amalan pendidikan di sekolah. Perkaitan ini akan dibincangkan dalam konteks makro dan mikro bersabit dengan proses pendidikan di sekolah.Antara tajuk yang akan dibincangkan adalah aliran pemikiran utama; tinjauan terhadap proses pendidikan dan perkembangan kurikulum; kurikulum tersembunyi dan isu-isu bilik darjah seperti gender, ras, kerjaya dan lain-lain.

The purpose of this course is to introduce to students the relationship between sociology and education. This relationship will complement the students understanding of the foundation and critique towards human social behavior in educational practice in schools. The discussion of this relationship encompasses the micro and macro contexts in relation to the process of school education. Among the topics discussed are the main ideology/stream;education process and curriculum development; hidden curriculum and issues in the classroom such as gender, race, careers etc. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %

Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar : Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction : *Malay and English*

Rujukan Terpilih / *Selected References*

- Lam, C.M., & Park, J. (Eds.) (2016). Sociological and philosophical perspectives on education in the Asia-Pacific region. Singapore: Springer.
- Harvey Goldman, (2014). Interpretation and explanation in cultural sosiology. Wesleyan University : John Wiley & Sons
- Saripudin, (2010), interpretasi sosiologi dalam pendidikan. Jakarta : Karya Putra Darwati.
- Banks, O. (2006), Sosiologi pendidikan (Terjemahan:Robiah Sidin & Zaiton Sidin) Kuala Lumpur: Dewan Bahasa dan Pustaka
- Chew, S.B, Lee K.H., & Quek, A.H. (Eds) (2005). education & work: Aspiration of Malaysian secondary school students. Kuala Lumpur: UM Press.
- Quek A.H. (2003) The Social Psychology of Career, Kuala Lumpur: Lingua Sdn.Bhd.
- Moore, W.E.(1986) Perubahan Sosial (Terjemahan: Cheu, H.T.) Kuala Lumpur: Dewan Bahasa dan Pustaka.

POK7002 Sosiologi Pendidikan: Perspektif Perbandingan (3 jam kredit)
POK 7002 Sociology of Education: Comparative Perspective (3 credit hours)

Kursus ini bertujuan untuk mendedahkan pelajar kepada konsep asas sosiologi pendidikan daripada perspektif dikotonomi Timor-Barat dan Islam. Ia akan membincangkan tentang prinsip-prinsip yang menjadi dasar pandangan Timor- Barat dan Islam terhadap masyarakat serta ciri-cirinya. Ia akan meninjau beberapa aspek seperti institusi sosial, klasifikasi kelompok sosial, pendidikan kemasyarakatan, nilai-nilai sosial, institusi-institusi pendidikan dalam proses sosialisasi dengan penekanan kepada institusi tradisional dan pembolehubah lain. Perbincangan akan turut menyentuh wacana pemikiran Timor-Barat dan Islam mengenai peranan pendidikan dalam pembinaan sesebuah masyarakat serta tamadun. Pelajar juga akan dilatih untuk menganalisis secara kritikal isu-isu sosial kontemporari berdasarkan kerangka pemikiran sosiologi Timor-Barat dan Islam. Ia bertujuan untuk membolehkan mereka mengaplikasikan pengetahuan yang diperoleh dengan cara mengemukakan cadangan penyelesaian yang praktikal bagi menghadapi isu-isu tersebut dalam konteks tempatan dan antarbangsa.

This course is designed to expose students to the basic concepts of sociology of education from the dichotonomous East-West perspective and the Islamic perspective. It discusses the principles that form the basis of dichotonomous East-West and the Islamic views on society and its characteristics. It will review several aspects such as social institutions, social classification, social education, social values, institutions of education in the socialization process with an emphasis on traditional institutions and other variables. Discussions will also touch on the dichotonomous East-West and Islamic thought and discourse about the role of education in building a society and civilization. Students will also be trained to critically analyse social issues based on the dichotonomous East-West and the Islamic perspective framework of contemporary sociology. It aims to enable them to apply the knowledge gained by proposing practical solutions to deal with these issues in the context of local and international. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar : Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction : *Malay and English*

Rujukan Terpilih / *Selected References*

- Lam, C.-M., & Park, J. (Eds.) (2016). Sociological and philosophical perspectives on education in the Asia-Pacific region. Singapore: Springer.
- Harvey Goldman, (2014). Interpretation and explanation in cultural sociology. Wesleyan University: John Wiley & Sons

- Maliki, Zainuddin. (2010) Sosiologi Pendidikan. Yogyakarta: Gadjah Mada University Press.
- Abdul Razak Ahmad, Rozita Abdul Latif, Didin Saripudin (2008) Masyarakat dan pendidikan: perspektif sosiologi, Kuantan: Yayasan Istana Abdulaziz
- Macionis, J.J (2008). Sociology, 12th ed., New Jersey: Pearson Education
- Saleh Faghirzadeh (2008) Sosiologi sosiologi, (terj. Mohd Fauzi Yaacob).Kuala Lumpur: Intitut Terjemahan Negara Malaysia
- El Mesawi, Mohamed Tahir (2007) A Muslim theory of human society. Batu Caves:Thinker's Library
- Amir Hasan Dawi, (2002). Penteorian sosiologi dan pendidikan, (2nd Edisi), Tanjung Malim: Quantum Books

POK 7003 Ketidaksamaan Sosial dalam Pendidikan (3 jam kredit)
POK 7003 Social Inequality in Education (3 credit hours)

Tujuan kursus ini adalah untuk memperkenalkan kepada pelajar makna ketidaksamaan pendidikan yang berlaku dalam masyarakat . Punca-punca ketidaksamaan sosial mungkin disebabkan oleh latar belakang keluarga, kelebihan dan kelemahan jantina, sejarah dan konflik di kalangan masyarakat. Juga bagaimana untuk mengukur ketidaksamaan pendidikan. Kesan ketidaksamaan pendidikan seperti mobiliti sosial. Perbincangan tentang bagaimana implikasi dasar mengenai ketidaksamaan sosial . Antara isu-isu utama ketidaksamaan sosial termasuk : Kesan terhadap kanak-kanak punca dari asal usul keluarga, struktur keluarga, dan proses keluarga dengan peluang-peluang yang diperolehi. Hubungan antara kemiskinan , ketidaksamaan dan konflik sosial. Perbezaan jantina dalam pendidikan , pekerjaan dan pendapatan. Kesan globalisasi terhadap ketidaksamaan pendapatan dan anjakan kerja. Trend dan sumber pendapatan dan kekayaan dan ketidaksamaan sosial.

The aim of this course is to introduce students to the meaning of applicable educational inequality in society. The causes of social inequality may be due to family background, the advantages and disadvantages of gender, history and conflict in society . Also how to measure inequality in education. The effect of educational inequality such as social mobility. The discussion of how policy implications of social inequality. Among the key issues of social inequality, including: Effects on children's origins stem from family , family structure , and the families with the opportunities available. The relationship between poverty, inequality and social conflict . Gender differences in education, employment and income. The impact of globalization on income inequality and job displacement. Trends and sources of income and wealth and social inequality.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Pawar, M. (2014). Social and community development practice. Sage Publications: USA
- Jeanne H.B. & Floyd M.H. (2011). The sociology of education: a systematic analysis.Pearson Prentice Hall.
- Daniel Dorling, (2010). Injustice: Why social inequality persist. New York : Russel Sage Foundation.
- Maureen T.Hallinan (2009) Frontiers in sociology and social research. Series by Editor: Howard B.Kaplan (e-book).
- Joseph Zajda,Karen Biraimah, William Gaudelli (2008) Education and social inequality in the global culture. Springer e Books.
- Karin Kurz and Hans-Peter Blossfeld (2004) Home ownership and social inequality in comparative perspective. Stanford University Press
- MCall, C. (1990) Class, ethnicity and social inequality. Mc Gill; Queen's University Press

POK 7004 Sosiologi Remaja (3 jam kredit)
POK 7004 Sociology of Adolescence (3 credit hours)

Tumpuan kursus ini adalah untuk menghurai dan menginterpretasi sosiologi tentang alam remaja, kuasa organisasi dan kebebasan individu, rol dan tingkal laku dalam organisasi dan kelompok rakan sebaya, kewibawaan dan disiplin, masalah tingkah laku dan dunia sosial yang dialami oleh kaum remaja. Juga menilai perspektif daripada beberapa pihak NGO terhadap remaja. Disamping itu teori remaja menurut John. C. Coleman akan juga dibincangkan serta peranan bahasa dalam mementukan kefahaman tentang ciri-ciri remaja.

The focus of this course is to describe and interpret the sociology of adolescence, organizational power and individual freedom , rollers and behaviors in organizations and groups of friends, integrity and discipline , behavioral problems and social world faced by adolescents . Also assess the perspectives of some of the NGOs on youth. In addition, according to the theory of adolescent John . C. Coleman will also be discussed and the role of language in the sense of understanding of the characteristics of youth.

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / ***Selected References***

- Sarah-Jayne Blakemore & Kathryn L. Mills, (2015). Is Adolescence a Sensitve Period for Sociocultural Processing?. Annual Review of Psychology. Vol. 65:188-207, United Kingdom.
- Ann C. Crouter and Alan Booth, (2014). Romance and sex in adolescence and emerginf adulthood: Risks and opportunities. New York: Psyschology Press.
- David L. Levinson, Peter W. Cookson, Jr., & Alan R. Sadovink, (2013). Education and sociology: An encyclopedia. London and New York: Routledge.
- Neilsen,L. (2006). Adolescence: A contemporary view, 3rd Ed. Fort Worth: Harcourt Brace: Jacanorich College Publishers.
- Coleam. J.S. & Hendry, L. (2001). The nature of adolescence, 2nd Ed. London: Routledge
- Muuss, R.E. (Ed). (2000). Adolesecent behavior and society: A book of reading. 4th Ed. New York : Publishing Co.

POK 7005 Institusi Sosial dalam Pendidikan (3 jam kredit)
POK 7005 Social Institutions in Education (3 credit hours)

Kursus ini akan menghuraikan pengertian institusi atau agensi sosial daripada pelbagai perspektif; keluarga, rakan sebaya, media masa, agama dan sekolah. Pelajar juga didedahkan dengan pembentukan diri dan keluarga asas sebagai prasyarat dalam melahirkan masyarakat dan bangsa. Juga yang berkaitan dengan struktur sosial, corak masyarakat dan proses sosial. Pelajar juga akan didedahkan dengan konsep pemasyarakatan dan proses pemasyarakatan serta agensi-agensi yang berkaitan dengannya. Stratifikasi sosial, institusi sosial, keluarga dan sekolah sebagai institusi sosial, fungsi sosial sekolah, budaya sekolah, organisasi sekolah, dan birokrasi sekolah juga turut dibincangkan. Selain daripada itu topik-topik berkaitan dengan hubungan sekolah dan masyarakat, pendidikan dan perubahan sosial, mobiliti sosial dan pendidikan juga akan didedahkan kepada pelajar. Kursus ini memberi peluang kepada pelajar berbincang dan menganalisis segi kedudukan dan peranan (status and roles) oleh ahli keluarga dalam masyarakat yang pesat membangun yang meliputi aspek akhlak (moral), disiplin dan tanggungjawab anggota keluarga. Pelajar juga didedahkan dengan persoalan dan masalah keluarga yang memberi kesannya kepada pendidikan anak-anak, masyarakat dan negara.

The course will explain the meaning of social institutions or agencies from various perspectives; family, peers, the media, religion and schools. Students are also exposed to the formation of self and family as the basic prerequisite in the society and nation. Also related to the social structure, social patterns and social processes. Students will be exposed to the concept and process of rehabilitation and correctional agencies associated with it. Social stratification, social institution, the family and the school as a social institution, the social function of schools, school culture, school organization and the school bureaucracy was also discussed. Apart from topics

related to school and community relations, education and social change, social mobility and education will be introduced to students. This course will enable students to discuss and analyze in terms of the position and role (status and roles) by a family member in a society that is rapidly developing aspect of character (moral), disciplinary and responsibilities of family members. Students are also exposed to the problems and family problems which give effect to the education of children, communities and country. .

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Trisna Nurdiaman, Veramila Agustina & Tita Nurmalasari (2014) Institusi Sosial. Bandung: Penerbit UIN Sunan Gunung Djati.
- Hazil Punch, S., Harden, J., Marsh, J., & Keating, M., (2013). Sociology: Making sense of society. New Zealand: Pearson.
- Macionis, J & Plummer, K. (2011). Sociology: A global introduction. 5th Edition. Australia: Pearson
- Kbight, J. (1998). Explaining social institutions. London: Cambridge University Press.
- Hazil Abd Hamid. (1990). Sosiologi pendidikan dalam perspektif pembangunan negara. Kuala Lumpur: Dewan Bahasa dan Pustaka

POK 7006 Trend dan Isu dalam Pendidikan Sains Sosial (3 jam kredit)
POK 7006 Trends and Issues in Social Science Education (3 credit hours)

Kursus ini membincangkan trend dan isu yang berkaitan dengan organisasi kurikum, strategi pengajaran dan pembelajaran serta penilaian dalam bidang pendidiakn sains sosial. Isu-isu ini mungkin berpunca daripada hasrat atau dasar kerajaan, kegelisahan, masyarakat atau organisasi tertentu. Contoh isu-isu masa kini yang mempunyai implikasi kepada pendidikan sains sosial seperti; pencemaran alam sekitar, AIDS, penyalahgunaan dadah, masalah remaja, nilai dan etika dalam kehidupan, globalisasi, kewujudan bangsa dan sebagainya. Tumpun akan diberikan kepada bagaiamana isu-isu ini mempengaruhi kendungan, pendekatan pengajaran dan pembelajaran serta penilaian di dalam bilik darjah.

This course discusses trends and issues related to the organization of the curriculum, teaching and learning strategies and evaluation in the field of social sciences in education. These issues may be caused by aspiration or government policy, restlessness, community or organization. Examples of current issues that have implications for social science education; environmental degradation, AIDS , drug abuse, juvenile delinquency , values and ethics in life , globalization , the emergence of the nation and so on . Engage will be given to how these issues affect the content, teaching and learning and assessment in the classroom..

Kaedah Penilaian	**:**	Kerja Kursus	–	70 %	Peperiksaan	–	30 %
Assessment Method	***:***	*Assignment*	–	70 %	*Examination*	–	*30 %*

Bahasa Pengantar	**:**	Bahasa Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- Abdullah Idi. (2014). Sosiologi pendidikan: Individu, masyarakat dan pendidikan. Jakarta: PT Raja Grafindo Persada.
- Sanderson, S. K. (2015). Modern societies: A comparative perspective. Routledge: London
- Stockmann, R. & Meyer, W. (2016). The future of evaluation: Global trends, new challenges, shared perspectives. Palgrave-Macmillan: London
- Tajul Arifin Noordin, (2002). Pendidikan dan pembangunan manusia: Pendekatan bersepadu. Shah Alam: As-Syabab Media
- Abd. Rahim bin Abd Rashid, (2002). Pengajaran dan pembelajaran sains sosial, teori dan amalan. Kuala Lumpur: Penerbit Universiti Malaya

- Dalin, P. & Rust, V.L., (1996). Towards schooling for the twenty first century. London: Cassell
- Hill, B.V., (1994). Teaching secondary social studies in a multi cultural society. Melbourne: Longman
- Shaver, J.S., (1991). Handbook on research on social studies teaching and learning. New York: MacMillan

POX 7002 Disertasi (30 jam kredit)
POX 7002 Dissertation (30 credit hours)

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 Melayu, Bahasa Arab dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- 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

Program *Programme*	:	**Sarjana Pendidikan (Perkembangan Kurikulum)** ***Master of Education (Curriculum Development)***
Kod Program *Programme Code*	:	**POG**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Perkembanga Kurikulum) adalah seperti berikut:
Admission requirements for the Master of Education (Curriculum Development) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a. Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b. Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c. Pengalaman mengajar yang berkaitan dari institusi pendidikan yang diiktiraf oleh Senat; **ATAU**
*Teaching experience with an institution recognised by the Senate; **OR***

d. Pengalaman kerja dalam bidang yang berkaitan; **ATAU**
*Work experience in a related field; **OR***

e. Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
*A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa
International Candidate

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya
Have another qualification recognized by the Government of Malaysia and approved by the University of 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

3. Tempoh Pengajian /

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Untuk menghasilkan warga pendidik yang dinamik dan reflektif yang berupaya memantau dan menambahbaik amalan mereka melalui pengajaran, penyelidikan, inovasi, penerbitan dan perundingan serta boleh mengaplikasi pengetahuan praktikal, teori pendidikan dan penyelidikan untuk menyelesaikan masalah yang berkaitan dengan bidang Perkembangan Kurikulum.

Programme Aim

To produce dynamic and reflective educators who are capable of evaluating and improving their practice through teaching, research, innovation, publishing and consultancy and can apply practical knowledge, educational theory and research to solve problems in relation to curriculum development.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of programme, student will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai pengetahuan tentang teori, amalan dan perkembangan terkini dalam bidang Perkembangan Kurikulum. *Mastery of knowledge in curriculum development – including theory and practice.*
PO2	Mempraktikkan bidang pendidikan melalui pengajaran, penilaian dan penyelidikan dengan menggunakan teknologi, komunikasi dan maklumat. *Practice curriculum development principles and theories in teaching, evaluation and research using technology, communication and information.*
PO3	Mempamerkan sikap keprihatinan terhadap isu semasa yang berkaitan dengan bidang Perkembangan Kurikulum. *Demonstrates critical awareness of current issues related to Curriculum Development.*
PO4	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang Perkembangan Kurikulum. *Apply ethical and professional best practices in the field of Curriculum Development.*
PO5	Mempamerkan nilai kepimpinan dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang Perkembangan Kurikulum. *Able to demonstrate the value of leadership and collaboration with various parties to carry out activities in the field of Curriculum Development.*
PO6	Menganalisis secara kritis, teori, polisi dan aliran kontemporari berkaitan bidang Perkembangan Kurikulum. *Critically analyze, theory, policy and contemporary threads related to the field of Curriculum Development*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
	berkaitan dengan Perkembangan Kurikulum. *Engage in lifelong learning and manage information related to curriculum development.*

6. Struktur Program

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 sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara serta Pelan Transformasi Negara dan Pelan Pembangunan Pendidikan 2013-2025.

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Sembilan (9) jam kredit bagi untuk Kursus Teras Program (Wajib Bidang Pengkhususan), Enam (6) jam kredit bagi Kursus Elektif Bidang Pengkhususan dan Tiga Puluh (30) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure

The Master of Education (Curriculum Development) program structure is based on a contemporary approach cultivating curriculum development graduates who are revelant and knowledgable. 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).

The program includes forty-five (45) credit hours including Nine (9) credit hours for the Program Core Course (Required for Specialization), Six (6) credit hours for Specialized Elective Courses and Thirty (30) credit hours for dissertations involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

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

POG7001	Kaedah Penyelidikan dalam Perkembangan Kurikulum *Research Method in Curriculum Development*	3 kredit
POG7002	Teori dan Amalan Kurikulum *Theory and Curriculum Practice*	3 kredit
POG7003	Penilaian Kurikulum *Curriculum Evaluation*	3 kredit

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

POG7004	Pengurusan Kurikulum *Curriculum Management*	3 kredit
PQX7005	Kaedah Penyelidikan Pengajian Masa Depan *Curriculum Research in Future Studies*	3 kredit
POA7002	Rekabentuk Pengajaran dan Teknologi *Instructional Design and Technology*	3 kredit
POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation*	3 kredit
POG7006	Perbandingan Global dalam Kurikulum *Global Comparatives in Curriculum*	3 kredit

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	*30 kredit*

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	
Kursus Teras	POG 7001 Kaedah Penyelidikan dalam Perkembangan Kurikulum *Research Method in Curriculum Development* POG 7002 Teori dan Amalan Kurikulum *Theory and Curriculum Practice*	3 3	POG 7003 Penilaian Kurikulum *Curriculum Evaluation*	3			9
Kursus Elektif/ Elective course **(Pilih Dua/ select two)**	POG 7004 Pengurusan Kurikulum *Curriculum Management* PQX 7005 Penyelidikan Pengajian Masa Depan *Curriculum Research in Future Studies* POA 7002 Rekabentuk Pengajaran dan Teknologi *Instructional Design and Technology*	3 3 3	POG 7005 Aplikasi Teknologi dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation* POG 7006 Perbandingan Global dalam Kurikulum *Global Comparatives in Curriculum*	3 3			6
Disertasi **Dissertation**			POX 7002 Disertasi (P) Dissertation	15	POX 7002 Disertasi (P) Dissertation	15	30
Jumlah Kredit		**9**		**21**		**15**	**45**

JUMLAH KREDIT: 45 JAM KREDIT/ *TOTAL CREDIT: 45 CREDIT HOURS*

PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019

UNIVERSITY OF MALAYA (MASTER'S DEGREE) REGULATIONS 2019

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POG 7001 Kaedah Penyelidikan dalam Perkembangan Kurikulum (3 Jam Kredit)
POG 7001 Research Method in Curriculum Development (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memberi kefahaman yang mendalam tentang penyelidikan dalam perkembangan kurikulum sebagai satu bidang kajian yang cuba menyatukan secara sistematik pendapat falsafah psikilogi 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.

POG 7002 Teori dan Amalan Kurrikulum (3 Jam Kredit)
POG 7002 Theory and Curriculum Practice (3 Credit Hours)

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 Enteprise.
- 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 Leardership: Strategies for Development and Implementation. Thousand Oaks, CA: Sage

POG 7003 Penilaian Kurikulum (3 Jam Kredit)
POG 7003 Curriculum Evaluation (3 Credit Hours)

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 professional 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 & Kellanghan, 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 7004 Pengurusan Kurikulum (3 Jam Kredit)
POG 7004 Curriculum Management (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus direka bentuk bagi memperkenalkan pelajar kepada proses pelaksanaan kurikulum, asas teori yang digunapakai, 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 sebagi 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 Leardership: 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.

PQX7005 Penyelidikan Dalam Pengajian Masa Depan (3 Jam Kredit)
PQX7005 Curriculum Research in Future Studies (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memberi pendedahan kepada pelajar mengenai konsep dan alat pengajian masa depan dan aplikasi tersebut kepada perancangan pendidikan negara. Kaedah yang akan diperkenalkan adalah teknik Delphi, kajian Pembangunan, Fuzzy Delphi, Interpretive Structural Modelling (ISM) dan kaedah-kaedah lain yang digunakan untuk pengumpulan data atau meramal hala tuju masa depan dalam pendidikan. Fokus utama adalah analisis trend global yang membentuk sistem pendidikan masa depan, kurikulum dan penilaian pedagogi.

This course is aimed at exposing students to the concepts and tools of future studies and their application to the educational planning of the nation. Method to be introduced are Delphi technique, developmental research, Fuzzy Delphi, Interpretive Structural Modelling (ISM) and other methods that is used for data collection for predicting future directions in education. The main focus is the analysis of global trends that shape the future education system, curriculum and pedagogy assessment.

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:

- Bell, W.(2011).Foundations of Futures Studies: Human Science for a New Era: Values, Objectivity, and the Good Society. Transaction Publishers.
- Bell, W.(2010).Foundations of Futures Studies: Human Science for a New Era: History, Purposes, Knowledge, Transaction Publishers
- Dator,J.(2002). Advancing Futures: Futures Studies in Higher Education. Praeger: NY
- Schwarz, B., & Svedin, U., & Wittrock, B. (1982). Methods in future Studies. Boulder, CO: Westview.

POA7002 Rekabentuk Pengajaran dan Teknologi (3 Jam Kredit)
POA7002 Instructional Design and Technology (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan memberikan panduan kepada pelajar-pelajar tentang prinsip-prinsip dan konsep reka bentuk pengajaran dan teknologi sebagai proses membentuk strategi pilihan untuk menyelesaikan masalah berkaitan dengan pengajaran dan pembelajaran. Pendekatan rekabentuk dan pembangunan yang digunakan akan merangkumi prinsip reka bentuk pengajaran dan teknologi, teori pembelajaran, model pengajaran, proses mengenal pasti masalah dalam pengajaran dan pembelajaran, mereka bentuk dan membentuk strategi pilihan dan bahan untuk menyelesaikan masalah, dan menilai serta menguruskan proses pembangunan selaras dengan keperluan hasil pembelajaran.

This course is intended to guide students in the principles and concepts of instructional design and technology as a process to develop alternative strategies to solve problems related to teaching and learning. A design and developmental approach is used and covers the basic principles of instructional design and technology, instructional design models, learning theories, the process to identify problems in teaching and learning, designing and developing alternative strategies and materials to solve problems, and evaluating and managing the whole development process in line with the learning outcomes.

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:

- Dick, W., Carey, L., & Carey, J.O. (2014). The Systematic Design of Instruction. (7th Ed.). Pearson Education

- Reiser, R.A. (2012). Trends and issues in instructional design and technology. Boston: Pearson

- Morrison, G., Ross, S. & Kemp, J. (2007). Designing effective instruction. New York: John Wiley and Sons.

POG7005 Aplikasi Teknologi Dalam Pelaksanaan Kurikulum (3 Jam Kredit)
POG7005 Application of Technology in Curriculum Implementation (3 Credit Hours)

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 Jam Kredit)
POG7006 Global Comparatives in Curriculum (3 Credit Hours)

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.

POX 7002 Disertasi (30 jam kredit)
POX 7002 Dissertation (30 credit hours)

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 Melayu dan Bahasa Inggeris
Medium of Instruction	***:***	*Malay and English*

Rujukan Terpilih / *Selected References*

- 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

Program *Programme*	:	**Sarjana Teknologi Pengajaran (Reka Bentuk Pengajaran)** ***Master of Instructional Technology (Instructional Design)***
Kod Program *Programme Code*	:	**POA**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 kerja kursus 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 Teknologi Pengajaran (Reka Bentuk Pengajaran) adalah seperti berikut:
Admission requirements for the Master of Instructional Technology (Instructional Design) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a. Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b. Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c. Pengalaman mengajar yang berkaitan dari institusi pendidikan yang diiktiraf oleh Senat; **ATAU**
*Teaching experience with an institution recognised by the Senate; **OR***

d. Pengalaman kerja dalam bidang yang berkaitan; **ATAU**
*Work experience in a related field; **OR***

e. Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
*A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa
International Candidate

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya
Have another qualification recognized by the Government of Malaysia and approved by the University of 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

3. Tempoh Pengajian /

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Menghasilkan graduan yang berpengetahuan dan berkemahiran serta berinovasi untuk mempertingkatkan kualiti pembelajaran dalam pelbagai konteks melalui pengajaran, pembelajaran dan penyelidikan yang bertaraf antarabangsa dalam bidang teknologi pengajaran.

Programme Aim

To produce graduates who are knowledgeable as well as innovative in improving the quality of learning in the contexts of teaching, learning and research in the area of instructional design and technology.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of programme, student will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai teori dan model dalam reka bentuk pengajaran dan teknologi. *Mastery of the theories and models of instructional design and technology.*
PO2	Mengaplikasi teori dalam teknologi pengajaran sebagai alat dan sistem untuk mempertingkatkan pembelajaran dan prestasi pengajaran. *Apply theory in instructional design and technology as a tool and system to improve the quality of teaching and learning.*
PO3	Mengamalkan tanggungjawab sosial dalam menyelesaikan isu dalam mereka bentuk pengajaran bagi pembelajaran dalam persekitaran teknologi *Exercise social responsibility in solving issues when designing lessons and technology-enabled learning environments*
PO4	Mengamalkan nilai murni, sikap positif dan etika profesionlisme dalam bidang teknologi pengajaran bagi pembelajaran *Practice good values, positive attitudes and professional ethics in the field of instructional technology for learning*
PO5	Mengaplikasi pengetahuan teknologi pengajaran untuk memperkukuhkan komunikasi, meningkatkan kepimpinan dan bekerjasama dalam pasukan dan komuniti pembelajaran *Apply knowledge of instructional design and technology to strengthen communication as well as to enhance leadership and collaboration on learning teams and communities*
PO6	Menganalisis teori, polisi dan isu dalam bidang teknologi pengajaran untuk secara kritis untuk menjalankan penyelidikan bagi menghasilkan idea inovatif bagi menyelesai masalah dalam bidang teknologi pengajaran *Analyze theories, policies and issues in instructional design and technology to critically conduct research to generate innovative ideas for solving problems in instructional technology*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan menguruskan maklumat

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
	berkaitan dengan teknologi pengajaran secara berkesan. *Engage in lifelong learning and manage information related to instructional design and technology.*

6. Struktur Program

Struktur Program Sarjana Teknologi Pengajaran (Reka Bentuk Pengajaran) berasaskan pendekatan bersifat kontemporari untuk melahirkan guru, pensyarah, jurulatih dan perekabentuk instruksi 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 dan Pelan Pembangunan Pendidikan 2013-2025.

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Sembilan (9) jam kredit bagi untuk Kursus Teras Program (Wajib Bidang Pengkhususan), Enam (6) jam kredit bagi Kursus Elektif Bidang Pengkhususan dan Tiga Puluh (30) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure

The Master of Instructional Technology (Instructional Design) program structure is based on a contemporary approach to cultivating excellent educators, teachers, trainers and instructional designers. 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.

The program includes forty-five (45) credit hours including Nine (9) credit hours for the Program Core Course (Required for Specialization), Six (6) credit hours for Specialized Elective Courses and Thirty (30) credit hours for dissertations involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

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

POA7001	Kaedah Penyelidikan dalam Teknologi Pengajaran *Research Method in Instructional Technology*	3 kredit
POA7002	Reka Bentuk Pengajaran dan Teknologi *Instructional Design and Technology*	3 kredit
POA7003	Reka Bentuk komuniti pembelajaran *Design of learning communities*	3 kredit

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

POA7004	Reka Bentuk Sistem Pembelajaran Digital Lanjutan *Advanced studies in instructional design of digital systems*	3 kredit
PQX7005	Penyelidikan dalam Pengajian Masa Depan *Curriculum Research in Future Studies*	3 kredit
POA7006	Prinsip dan Amalan Pedagogi Dalam Persekitaran Pembelajaran Digital *Principles and practice of pedagogy in digital learning environments*	3 kredit
POA7005	Aplikasi Penyelidikan Rekabentuk dalam Teknologi Pengajaran *Applications of instructional design and Technology Research*	3 kredit *3 credit*
POG7004	Pengurusan Kurikulum *Curriculum Management*	

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	*30 kredit*

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
PROGRAM SARJANA TEKNOLOGI PENGAJARAN (REKA BENTUK PENGAJARAN)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)
MASTER OF INSTRUCTIONAL TECHNOLOGY (INSTRUCTIONAL DESIGN) PROGRAMME

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 2		JUMLAH KREDIT KESELURUHAN
	KOD KURSUS	KREDIT	KOD KURSUS	KREDIT	KOD KURSUS	KREDIT	
Kursus Teras	POA 7001 Kaedah Penyelidikan Dalam Teknologi Pengajaran *Research Method in Instructional Technology* POA7002 Reka Bentuk Pengajaran dan Teknologi *Instructional Design and Technology*	3 3	POA 7003 Reka Bentuk Komuniti Pembelajaran *Design of learning communities*	3			9
Kursus Elektif (Pilih Dua)	POA 7004 Reka Bentuk Sistem Pembelajaran Digital Lanjutan *Advanced studies in instructional design of digital systems* PQX 7005 Kaedah Penyelidikan Pengajian Masa Depan *Curriculum Research in Future Studies*	3 3	POA 7006 Prinsip dan Amalan Pedagogi Dalam Persekitaran Pembelajaran Digital *Principles and practice of pedagogy in digital learning environments* POG7004 Pengurusan Kurikulum *Curriculum Management* POA 7005 Aplikasi Penyelidikan Rekabentuk dalam Teknologi Pengajaran *Applications of instructional design and Technology Research*	3 3 3			6
			POX 7002 Disertasi (P)	15	POX 7002 Disertasi (P)	15	30
Jumlah Kredit		**9**		**21**		**15**	**45**

JUMLAH KREDIT: 45 JAM KREDIT/ *TOTAL CREDIT: 45 CREDIT HOURS*

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POA7001 Kaedah Penyelidikan dalam Teknologi Pengajaran (3 Jam Kredit)
POA7001 Research method in instructional technology (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memberikan panduan kepada pelajar-pelajar pasca ijazah teknologi pengajaran bersedia untuk menjalankan penyelidikan dalam teknologi pengajaran. Isu semasa yang relevan kepada penyelidikan dalam bidang teknologi pengajaran, serta trend penyelidikan dalam bidang ini akan dibincang sebagai panduan untuk melaksanakan cadangan penyelidikan yang kukuh.
The course is intended to guide Instructional technology postgraduate students who are ready to carry out research in Instructional technology. Relevant issues and research in the field of instructional technology and related fields, as well as the research trends in this field will be discussed and guide learners to design a strong research proposal.

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:

- Spector, J.M.; Merrill, M.D.; Elen, J.; Bishop, M.J. (Eds.) (2014). Handbook of Research on Educational Communications & Technology (4th Edition). Washington DC: Association for Educational Communication & Technology.
- Creswell, J. W. (2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Edition). Thousand Oaks, CA: Sage Publications.
- Saedah Siraj, Norlidah Alias, DeWitt, D.; Zaharah Hussin (Eds.) (2013). Design and Developmental Research: Emergent Trends in Educational Research. K.L. : Pearson Malaysia
- Spector, J.M. (2012). Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives. NY: Routledge

POA7002 Rekabentuk Pengajaran dan Teknologi (3 Jam Kredit)
POA7002 Instructional Design and Technology (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memperkenalkan kepada pelajar-pelajar tentang prinsip-prinsip asas dan konsep rekabentuk pengajaran dan teknologi sebagai proses membentuk strategi pilihan untuk menyelesaikan masalah berkaitan dengan pengajaran dan pembelajaran. Pendekatan rekabentuk dan pembangunan yang digunakan akan merangkumi prinsip reka bentuk pengajaran dan teknologi, teori pembelajaran, model pengajaran, proses mengenal pasti masalah dalam pengajaran dan pembelajaran, mereka bentuk dan membentuk strategi pilihan dan bahan untuk menyelesaikan masalah, dan menilai serta menguruskan proses pembangunan selaras dengan keperluan hasil pembelajaran.

This course introduces students to the basic principles and concepts of instructional design and technology as a process to develop alternative strategies to solve problems related to teaching and learning. A design and developmental approach is used and covers the basic principles of instructional design and technology, instructional design models, learning theories, the process to identify problems in teaching and learning, designing and developing alternative strategies and materials to solve problems, and evaluating and managing the whole development process in line with the learning outcomes.

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:

- Morrison, G., Ross, S. & Kemp, J. (2007). Designing effective instruction. New York: John Wiley and Sons.
- Dick, W., Carey, L., & Carey, J.O. (2014). The Systematic Design of Instruction. (7th Ed.). Pearson Education
- Reiser, R.A. (2012). Trends and issues in instructional design and technology. Boston: Pearson

POA7003 Rekabentuk Komuniti Pembelajaran (3 Jam Kredit)
POA7003 Design of Learning Communities (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk memperkenalkan konsep, prinsip dan proses asas dalam membangunkan persekitaran dan komuniti pembelajaran yang berasaskan web dan secara 'blended.' Melalui pelbagai aktiviti pembelajaran, pelajar akan menggunakan pelbagai sumber untuk membina pengetahuan dan kemahiran dalam membentuk dan membangunkan persekitaran dan komuniti yang sesuai untuk pembelajaran. Pelajar juga akan mempunyai peluang membuat refleksi dan mempertimbangkan bagaimana mengintegrasikan pengetahuan dan kemahiran ini dalam konteks pengajaran mereka.

This course is designed to introduce students to the basic concepts, principles and processes in developing blended and web-based learning environments and communities. Through a number of learning activities, students will use a variety of resources to develop basic knowledge and skills in creating learning environments and communities conducive for learning. Students will also have the opportunity to reflect and consider how to integrate these knowledge and skills into their teaching repertoire and context.

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:

- Wright, Robert D. (2014). *Student-Teacher Interaction in Online Learning Environments*. Hershey PA, USA: Information Science Reference
- Yang, H. H. & Wang, S. (2013). *Cases on Online Learning Communities and Beyond: Investigations and Applications: Investigations and Applications*. Hershey PA, USA: Information Science Reference
- Pozzi, F., & Persico, D. (2011). *Techniques for Fostering Collaboration in Online Learning Communities: Theoretical and Practical Perspectives*. Hershey PA, USA: Information Science Reference
- Orellana, A., Hudgins, T. L., & Simonson, M. R. (2009). *The perfect online course: best practices for designing and teaching*. USA. Information Age Publishing

POA7004 Rekabentuk Sistem Pembelajaran Digital Lanjutan (3 Jam Kredit)
POA7004 Advanced studies in Instructional Design of Digital Systems (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memberi peluang membincangkan teori pembelajaran dan reka bentuk yang sesuai serta maklumat penyelidikan secara kritis untuk memupuk pembelajaran dan pemikiran aras tinggi (dicirikan oleh usaha kolektif

persefahaman dan mewujudkan dan memajukan pengetahuan) dalam persekitaran pembelajaran digital. Satu projek berasaskan penyelidikan akan dijalankan untuk untuk mengintegrasi dan mengaplikasi teori, prinsip dan kemahiran reka bentuk atau membangunkan persekitaran pembelajaran digital yang boleh memupuk pembelajaran pada peringkat lanjutan.

This course provides opportunities to critically discuss appropriate learning and design theories as well as research literature for fostering advanced learning (characterized by sustained individual and collective efforts of understanding, creating and advancing knowledge) in digital learning environments. A research-based project will be carried out in order to bridge theory and practice for designing and/or developing a digital learning environment that can foster learning at the advanced levels.

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:

- Spector, J.M.; Merrill, M.D.; Elen, J.; Bishop, M.J. (Eds.) (2014). *Handbook of Research on Educational Communications & Technology* (4th Ed.). Washington DC: Association for Educational Communication & Technology.

- Dick, W. Carey, L. & Carey, J.O. (2014). *The systemic design of instruction* (7th Ed.). Essex: England: Pearson
- Beetham, H. & Sharpe, R. (2013). Rethinking Pedagogy for a Digital Age. NY: Routledge
- Morrison, G.R., Ross, S.M., Kalman, H. and Kemp, J.E. (2011). *Designing effective instruction* (6th ed.). Hoboken, NJ: Wiley.
- Resier, R.A. & Dempsy, J. V. (2007). *Trends and Issues in Instructional Design and Technology.* New Jersey, Ohio: Pearson Education.
- Allen, M. (2006). *Creating Successful e-learning: A rapid system for getting it right first time, every time*.CA: Pfeiffer.

POA7005 Aplikasi Penyelidikan Rekabentuk dalam Teknologi Pengajaran (3 Jam Kredit)
POA7005 Applications of Instructional Design and Technology Research (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memperkenalkan aplikasi teknologi dan teknik penyelidikan yang baru dalam penyelidikan. Tajuk yang akan dibincangkan: jenis alat penyelidikan/ teknik , penggunaan teknologi maklumat dalam penyelidikan, kaedah dan teknik penyelidikan teknologi baru, serta implikasi alat atau teknik dalam penyelidikan teknologi baru kepada isu-isu semasa dan masa depan.

This course aims to introduce the application of new technology research tools / techniques. The topics include for discussion are: types of research tools/techniques, the use of information technology in research, new technology research methods and techniques as well as current and future issues on the application of new technology research tools/techniques.

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:

- Spector, J.M.; Merrill, M.D.; Elen, J.; Bishop, M.J. (Eds.) (2014). *Handbook of Research on Educational Communications & Technology* (4th Ed.). Washington DC: Association for Educational Communication & Technology. Accessed from www.aect.org
- Wong, Su Luan. (2011). Technology & education: issues, empirical research and applications. Universiti Putra Malaysia Press, Serdang.
- Elizabeth, M & Maria. A.R-M. (2008). Using activity theory and its principle of contradictions to guide research in educational technology, Autralasian Journal of Educational Technology, 24 (4), 442-457

POA7006 Prinsip dan Amalan Pedagogi Dalam Persekitaran Pembelajaran Digital(3 Jam Kredit)
POA7006 Principles and Practices of Pedagogy in Digita Learning Environments (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini adalah untuk mengenal prinsip-prinsip pedagogi serta aplikasinya dalam penyelesaian masalah pengajaran. Kursus ini merangkumi proses pembinaan dan penyusunan bagi kurikulum dan kandungan pelajaran untuk merangkumi pelbagai media dan teknologi. Teknik pengajaran yang menggalakkan kemahiran berfikir aras tinggi dan kreativiti diterapkan dalam pelan pengajaran yang dibangunkan.

This course is designed to identify pedagogical principles and their application in solving instructional problems. This course covers the development process and the structure of the curriculum and learning content to include a variety of media and technology. The developed curriculum would also include Instructional techniques that promote higher-order thinking skills and creativity are included in the instrcutional plans which are developed.

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:

- Beetham, H. & Sharpe, R. (2013). *Rethinking Pedagogy for a Digital Age*. NY: Routledge
- Howell, J. (2012). *Teaching with ICT: Digital pedagogies for collaboration & creativity*. Australia: Oxford University Press Australia
- Joyce, B., Weil, M. & Showers, B. (2012). Models of teaching (11th ed.). Boston: Allyn & Bacon.
- Barell, John (2007) Problem-Based learning: an inquiry approach. Corwin Press, Thousand Oaks.

POX 7002 Disertasi (30 jam kredit)
POX 7002 Dissertation (30 credit hours)

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 Melayu dan Bahasa Inggeris

Medium of Instruction **:** *Malay and English*

Rujukan Terpilih / *Selected References*

- 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

Program/ *Programme*	:	**Sarjana Pendidikan Bahasa Inggeris sebagai Bahasa Kedua /** ***Masters of Education in English as a Second Language***
Kod Program / *Programme code*	:	**PQE**
Mod Program / *Programme mode*	:	**Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

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

This is a coursework mode programme, which 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:

1. Ijazah Sarjana Muda Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua dengan CGPA sekurang-kurangnya 3.00; (pelajar tahun akhir dengan CGPA 3.00 adalah termasuk dalam syarat ini)
   A Bachelor Degree in Teaching English as a Second Language with a CGPA of at least 3.00; (final year degree students with a CGPA of 3.00 are included in this requirement)

   Atau / *or*

2. Sarjana Muda dengan CGPA sekurang-kurangnya 3.00 atau Ijazah yang sama taraf dan
   A Bachelor Degree with a CGPA of at least 3.00 or an equivalent qualification and

   (i) Diploma Lepasan Ijazah dalam Pendidikan dengan CGPA 3.00
   Postgraduate Diploma in Education with a CGPA of at least 3.00

   Atau / *or*

   (ii) Kelayakan mengajar yang diiktiraf Universiti;
   Teaching qualification recognised by the University

   Atau / *or*

   (iii) Pengalaman mengajar dengan institusi yang diiktiraf oleh Senat
   Teaching experience in an institution recognised by the Senate

   Atau / *or*

   (iv) Kelayakan Professional dari badan-badan professional yang diiktiraf
   A professional qualification from recognised professional bodies

   Atau / *or*

   (v) Kelayakan yang diluluskan oleh Senat dari semasa ke semasa
   Qualifications that are approved by the Senate from time to time

Calon Antarabangsa / *International Candidate*

Mempunyai ijazah sama taraf yang diiktiraf oleh Kerajaan Malaysia dan diluluskan oleh Senat Universiti Malaya.
Holds an equivalent degree recognised by the Malaysian Government and approved by the University of Malaya Senate.

Dan / *and*

Memperolehi skor minimum band 6.0 bagi *International English Language Testing System* (IELTS)(*Academic*).
Obtain a minimum band score of 6.0 in the International English Language Testing System (IELTS)(Academic)

Atau / *or*

Memperolehi skor minimum sebanyak 600 (*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 600 (Paper based), score of 213 (Computer based) atau a score of 80 (Internet based) for the Test of English as a Foreign Language (TOEFL).

3. Tempoh Pengajian / *Study Period*

Tempoh Minimum	: 2 Semester Biasa dan 1 Semester Khas
Minimum Period	*: 2 Regular Semesters and 1 Special semester*
Tempoh Maksimum	: 8 Semester Biasa
Maximum period	*: 8 Regular Semesters*

Matlamat Program / *Programme Objective*

Untuk menghasilkan warga pendidik yang dinamik dan reflektif serta boleh mengaplikasi pengetahuan praktikal, teori pendidikan, penyelidikan dan pengetahuan pendidikan Bahasa Inggeris sebagai Bahasa Kedua untuk menyelesaikan masalah yang berkaitan dengan bidang pendidikan.
To produce educators who are dynamic and reflective as well as able to apply practical knowledge, education theory, research and knowledge in teaching English as a Second language to solve problems relevant to the field of education.

4.* 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***
PO1	Menguasai pengetahuan dalam bidang Pendidikan Bahasa Inggeris. *Master knowledge in the field of English language education*
PO2	Mempraktikkan bidang Pendidikan Bahasa Inggeris melalui pengajaran, penilaian dan penyelidikan dengan menggunakan teknologi komunikasi dan maklumat. *Practise the field of English Language Education through teaching, evaluation and research using communication technology and information.*
PO3	Mempamerkan sikap keprihatinan terhadap isu semasa yang berkaitan dengan bidang Pendidikan Bahasa Inggeris. *Display awareness towards current issues related to the field of English Language Education*

PO4	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang Pendidikan Bahasa Inggeris. *Apply professional ethics and best practices in the field of English Language Education*
PO5	Mempamerkan nilai kepimpinan dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang Pendidikan Bahasa Inggeris. *Exhibit leadership qualities and collaboration with various parties to implement activities in the field of English language Education*
PO6	Menganalisis secara kritis, teori, polisi dan aliran kontemporari berkaitan bidang Pendidikan Bahasa Inggeris. *Critically analyse theory, policies and contemporary trends related to the field of English Language Education*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan Pendidikan Bahasa Inggeris. *Engage in lifelong learning and information management related to the field of English Language Education*.

5. 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 Masters 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 parallels the National Education Philosophy, National Vision as well as the National Transformation Plan.

Program ini merangkumi Empat Puluh Dua (42) jam kredit yang merangkumi Dua Puluh Empat (24) jam kredit bagi kursus teras, Enam (6) jam kredit elektif dan Dua Belas (12) jam kredit bagi projek penyelidikan. Strategi pembelajaran melibatkan aktiviti kuliah, perbincangan, pembentangan, tugasan, penyelidikan dengan menggunakan pendekatan yang komprehensif dan inovatif.
The programme consists of forty two (42) credit hours that involves twenty four (24) credit hours of core courses, six (6) credit hours of elective courses and twelve (12) credit hours for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit
PQE 7001	Pemerolehan Bahasa Kedua *Second Language Acquisition*	3 kredit
PQE 7002	Prinsip dan Amalan dalam Pengajaran Bahasa *Principles and practice in Language Education*	3 kredit
PQE 7003	Seminar dalam Pendidikan Bahasa Inggeris *Seminar in English Language Education*	3 kredit

PQE 7004	Teks dan Analisis Wacana *Text and discourse analysis*	3 kredit
PQE 7005	Perancangan Bahasa dan Polisi dalam Pendidikan *Language Planning and Policy in Education*	3 kredit
PQE 7006	Pendidikan untuk Guru Bahasa Kedua *Second Language teacher education*	3 kredit
PQE 7007	Teori dan Amalan Pembacaan dan Penulisan *Reading and Writing Theory and Practice*	3 kredit

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

PQE 7008	Trend Semasa dalam Pendidikan Bahasa Inggeris *Current Trends in English Language Education*	3 kredit
PQE 7009	Penulisan Akademik *Academic Writing*	3 kredit
PQE 7010	Perkembangan Literasi *Literacy Development*	3 kredit
PQE 7011	Pengukuran dalam Bahasa Kedua *Measurement in Second Language*	3 kredit
PQE 7012	Kesusasteraan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua *Literature in Teaching English as a Second Language*	3 kredit
PQX 7003	Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Methods in Education*	3 kredit

Penyelidikan / *Research*

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit

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 *Research Methods in Education* PQE 7001 Pemerolehan Bahasa Kedua *Second Language Acquisition* PQE 7004 Teks dan Analisis Wacana *Text and Discourse Analysis* PQE 7005 Perancangan Bahasa dan Polisi dalam Pendidikan *Language Planning and Policy in Education*	3 3 3 3	PQE 7002 Prinsip dan Amalan dalam Pengajaran Bahasa *Principles and Practice in Language Education* PQE 7003 Seminar dalam Pendidikan Bahasa Inggeris *Seminar in English Language Education* PQE 7006 Pendidikan untuk Guru Bahasa Kedua *Second Language Teacher Education* PQE 7007 Teori dan Amalan Pembacaan dan Penulisan *Reading and Writing Theory and Practice*	3 3 3 3			**24**
Kursus Elektif (Pilih Dua) *Elective Courses (Select Two)*	PQE 7008 Trend Semasa dalam Pendidikan Bahasa Inggeris *Current Trends in English Language Education* PQE 7009 Penulisan Akademik *Academic Writing* PQE 7012 Kesusasteraan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua *Literature in Teaching English as a Second Language*	3 3 3	PQE 7010 Perkembangan Literasi *Literacy Development* PQE 7011 Pengukuran dalam Bahasa Kedua *Measurement in Second Language* PQX 7003 Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Methods in Education*	3 3 3			**6**
Projek Penyelidikan *Research Project*			PQX 7002 Projek Penyelidikan (P) *Research Project*	6	PQX 7002 Projek Penyelidikan (P) *Research Project*	6	**12**
Jumlah Kredit *Total Credits*		15		21		6	**42**

JUMLAH KREDIT KESELURUHAN: 42 Jam Kredit
OVERALL TOTAL CREDIT: 42 Credit Hours

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

1. **Pendaftaran Kursus / *Course registration***

(1) Pendaftaran kursus mesti disempurnakan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.
Course registration must be completed within two (2) weeks from the date semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam 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. **Penyerahan / *Submission***

(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*

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

Sipnosis/*Synopsis*

Kursus ini bertujuan memberi pendedahan tentang penyelidikan dan applikasi di dalam teori pemerolehan bahasa kedua. Di dalam kursus ini, pelajar akan menganalisa teori teori di dalam pemerolehan bahasa kedua di dalam variable kognitif, linguistik, sosial, biologi dan afektif yang menentukan kejayaan di dalam pemerolehan bahasa kedua. Peranan pengajaran di dalam pemerolehan bahasa kedua juga akan turut dibincangkan.

This course examines theories and research in second language (L2) acquisition, including cognitive, linguistic, social, biological and affective variables that account for relative success in L2 learning. The role of instruction in L2 learning is also discussed. An examination of various aspects of first language (L1) and second language (L2) acquisition processes provides a framework for consideration of basic questions in SLA research and interpretation of findings to date.

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 (2013) *Second Language Acquisition: An Introductory Course*. Mahwah, New Jersey, Lawrence Erlbaum Associates
- Mackey, A., & Gass, S.M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Erlbaum.
- Mitchell, R. & Myles, F. (2012) *Second Language Learning Theories*. Oxford: Oxford University Press.

PQE7002 Prinsip dan Amalan dalam Pengajaran Bahasa (3 kredit)
PQE7002 Principles and practice in Language Education (3 credits)

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:

- Burns, A. & Richards, J.C. (eds) (2012). *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge, UK: Cambridge University Press
- Celce-Murcia, M (Ed.) (2013). *Teaching English as a Second or Foreign Language* (4 th ed.) Boston, MA: Heinle & Heinle.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

PQE7003 Seminar dalam Pendidikan Bahasa Inggeris (3 kredit)
PQE7003 Seminar in English Language Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk menyediakan pelajar-pelajar siswazah dalam bidang pendidikan bahasa untuk menilai secara kritikal penyelidikan yang diterbitkan dalam bidang mereka dan merekabentuk kajian penyelidikan mereka sendiri. Di bawah bimbingan penyelia, pelajar mendapatkan maklumat, teknik praktikal dan kemahiran dalam reka bentuk penyelidikan, analisis data dan penulisan disertasi. Pelajar akan membentangkan kertas kerja mereka dalam seminar untuk perbincangan, kritikan dan nasihat.

This course is designed to prepare graduate students in language education to critically evaluate published research in their field and to design their own research studies. Under the guidance of supervisors, students gain insights, practical techniques and skills in research design, data analysis and dissertation writing. Students will present their own work to seminar for discussion, critique and advice. The course is designed to facilitate the write up of the proposal of the research component of the degree.

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:

- Johnson, K.E. & Golombek, P.R. (2011). *Research in Second Language Teacher Education*. New York: Routledge.
- Mackey, A., & Gass, S. M. (2013). *Second language research: Methodology and design*. Routledge.
- Nunan, D. & Bailey, K.M. (2008). *Second Language Classroom Research: A Comprehensive Guide*. Boston: Henle

PQE7004 Teks dan Analisis Wacana (3 kredit)
PQE7004 Text and Discourse Analysis (3 credits)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memberi kefahaman komprehensif terhadap penggunaan pendekatan dan kaedah analitikal teks dan wacana dalam bidang pendidikan. Topik-topik dalam kursus ini merangkumi analisis perbualan, sosiolinguistik interaksi, analisi genre, etnografi dalam komunikasi dan analisis kritikal wacana. Kursus ini juga akan mendedahkan tentang penggunaan teks dan wacana di rumah, di kelas dan tempat kerja untuk tujuan analisa dan mengetahui 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 texts and discourses in the home, the classroom and the workplace, and explore implications for teaching and learning language.

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:

- Gee, J. P. (2014). *An Introduction to Discourse Analysis: Theory and Method* (4th Edition). Abingdon: Routledge.
- Jones, R. (2012). *Discourse Analysis*. Abingdon: Routledge.
- Johnson, B. (2008). *Discourse Analysis*. Oxford: Blackwell.
- Rogers, R., (2011). *An Introduction to Critical Discourse Analysis in Education* (2nd Edition). Abingdon: Routledge.
- Schiffrin, B.et. al. (Eds). (2003). *Handbook of Discourse Analysis*. Oxford: Blackwell.
- Wodak, R & Chilton, P. (2005). *A new agenda in (Critical) Discourse Analysis*. Amsterdam: John Benjamins

PQE7005 Perancangan Bahasa dan Polisi dalam Pendidikan (3 kredit)
PQE7005 Language Planning and Policy in Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini direka bentuk untuk memperkenalkan pelajar kepada perkembangan, pendekatan dan kaedah dalam Dasar Bahasa dan Perancangan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua. Ia berkaitan dasar peringkat makro dan pelaksanaan di peringkat mikro. Antara topik yang dibincangkan adalah pendekatan teori kepada penyelidikan dalam Perancangan Bahasa dan Polisi dalam Pendidikan, imperialisme linguistik, isu pengajaran, usaha pemulihan bahasa, hak linguistik dan implikasi untuk sekolah dan bilik darjah. Sepanjang kursus ini pelajar akan diberi peluang untuk mengkaji implikasi penyelidikan dalam Perancangan Bahasa dan Polisi dalam Pendidikan ke atas sekolah dan bilik darjah.

This course is designed to introduce students to research trends, approaches and methods in Language Planning and Policy for Teaching English as a Second Language. It relates macro level policy to micro-level

implementation. Among the topics covered are theoretical approaches to Language Planning and Policy research; linguistic imperialism; medium of instruction issues; language revitalization efforts; linguistic rights and implications for schools and classrooms. Throughout the course students will be challenged to examine implications of Language Planning and Policy research to school and classroom settings.

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:

- Hult, F.M. & Johnson, D.C. (2015). *Research Methods in Language Policy and Planning*. London: Wiley
- Johnson, D.C. (2013). *Language Policy*. London: Palgrave
- Liddicoat, A. (2007). *Issues in Language Planning and Literacy*. Clevedon: Multilingual Matters

PQE7006 Pendidikan untuk Guru Bahasa Kedua (3 kredit)
PQE7006 Second Language Teacher Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk menganalisa peranan guru yang terkini di dalam bidang pengajaran Bahasa Inggeris. Ia juga bertujuan untuk membantu pelajar menjalankan kajian di dalam bidang ini.

This course aims to critically examine current teacher education practices in the field of TESOL. It also aims to enable graduate students to carry out original research in this field within their professional context and to disseminate the findings appropriately.

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:

- Borg, S. (2006). *Teacher cognition and language education : research and practice* London: Continuum.
- Honigsfeld, A., & Dove, M. G. (2012). *Coteaching and other collaborative practices in the EFL/ESL classroom: Rationale, research, reflections, and recommendations.* IAP.
- Johnson, K. E. (1999) *Understanding language teaching : reasoning in action*. Boston, MA: Heinle & Heinle.
- Maggioli, G. D. (2012). *Teaching language teachers: scaffolding professional learning*. R&L Education.

- Malderez, A., & Wedell, M. (2007). *Teaching teachers : processes and practices*. London: Continuum.
- Richards, J. C. (1998). *Beyond training : perspectives on language teacher education*. Cambridge: Cambridge University Press.
- Richards, J.C. & Farrell, T.S.C. (2005) *Professional development for language teachers : strategies for teacher learning.* Cambridge: Cambridge University Press.

PQE7007 Teori dan Amalan Pembacaan dan Penulisan (3 kredit)
PQE7007 Reading and Writing Theory and Practice (3 credits)

Sinopsis/*Synopsis*

Kursus ini mengkaji penyelidikan pada pengajaran membaca dan menulis dalam bahasa Inggeris sebagai bahasa kedua atau asing. Kemahiran membaca dan menulis di peringkat sekolah rendah dan menengah, dan juga di peringkat pengajian tinggi akan dipertimbangkan. Tumpuan kursus adalah kepada orientasi teori; hubungan penyelidikan-teori-amalan; dan isu-isu kritikal bagi penyelidikan pengajaran membaca dan menulis. Implikasi bagi 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:

- Birch, B. (2010). *English L2 Reading*. London: Routledge
- Hinkel, E. (2015). *Effective Curriculum for Teaching L2 writing*. London: Routledge
- Nation, I.S.P. (2009). *Teaching ESL/ EFL Reading and Writing*. London: Routledge

PQE7008 Trend Semasa dalam Pendidikan Bahasa Inggeris (3 kredit)
PQE7008 Current Trends in English Language Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini direka bentuk untuk memperkenalkan pelajar kepada bidang penyelidikan utama dalam bidang pengajian bahasa. Pelajar akan meneroka trend penyelidikan, jurang dalam bidang pengetahuan dan penyelidikan. Antara topik yang akan dibincangkan adalah: interaksi dalam bilik darjah; bertutur dan mendengar; membaca; penulisan; penilaian; perbendaharaan kata; pengajaran tatabahasa; dasar-dasar dan amalan-amalan bahasa dan penggunaan bahasa dalam masyarakat.

This course is designed to introduce students to key research areas in the field of language education. Students will be led to explore research trends, gaps in knowledge and researchable areas. Among the topics

to be discussed are research topics and foci in the following research areas: classroom interaction; reading; writing; vocabulary learning; grammar instruction; task-based instruction; language assessment; language policies and practices and language use in the 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:

- Brown, J.D. & T.S. Rodgers (2002). *Doing Second Language Research*. Oxford: Oxford University Press.
- Creswell, J. W (2014). *Research Design: Qualitative, quantitative and mixed method approaches*. Thousand Oaks, CA: Sage
- Hinkel, E (Ed). (2005). *Handbook of research in second language teaching and learning*. Mahwah, NJ: Erlbaum Associates.
- Mackey, A., & Gass, S.M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Erlbaum.

PQE7009 Penulisan Akademik (3 kredit)
PQE7009 Academic Writing (3 hours)

Sinopsis/*Synopsis*

Dalam kursus ini pelajar akan terlibat dalam berikut: penganalisisan ciri-ciri retorik dan linguistic 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 perbincangam 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 better 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:

- Caplan, N. (2012). *Grammar choices for graduate and professional writers*. Ann Arbor, MI: University of Michigan Press.
- Swales, J.M., & Feak, C.B. (2012). *Academic writing for graduate students: Essential Tasks and Skills* (3 rd ed.). Ann Arbor: University of Michigan Press
- Purdue OWL (Online Writing lab)

PQE7010 Perkembangan Literasi (3 kredit)
PQE7010 Literacy Development (3 credits)

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: definasi 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 Inggeris

***Medium of instruction**: English*

Rujukan Utama:

Main references:

- Barton, D., Hamilton, M & Ivanic, R. (2000). *Situated Literacies: Reading and Writing in Context*. London: Routledge
- Coiro, J. et al, (2008). *Handbook of Research on New Literacies*. New York: Lawrence Erlbaum
- James P. Byrnes & Barbara A. Wasik (2009). *Language and Literacy Development: What Educators Need to Know*. The Guildford Press. New York: London
- James Paul Gee (2015). *Literacy and education*. Routledge. USA: UK
- Kathy Hall, Teresa Cremin, Barbara Comber, & Luis C. Moll (2013). *International Handbook of Research on Children's Literacy, Learning, and Culture*. Wiley-Blackwell. USA: Oxford
- Neuman, S.B. & Dickinson, D. (2003). *Handbook of Early Literacy Development*. New York: Guilford Press.
- Tamara L. Jetton & Janice A. Dole. (2004). *Adolescent Literacy Research and Practice*. The Guildford Press. USA:UK.

PQE7011 Pengukuran dalam Bahasa Kedua (3 kredit)
PQE7011 Measurement in Second Language (3 credits)

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 dimana 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 kurrikulum 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:

- Fulcher, G. & Davidson, F. (2012). *The Routledge Handbook of Language Testing*. USA: London
- Fulcher, G. (2010). *Practical Language Testing*. Oxford University Press. USA
- Kunnan, A. J. (2013). *The companion to language assessment* (Ed). West Sussex, UK: John Wiley & Sons

PQE7012 Kesusasteraan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (3 kredit)
PQE7012 Literature in TESL (3 credits)

Sinopsis/*Synopsis*

Isu-isu di dalam pendidikan kesusasteraan di dalam konteks Bahasa Inggeris sebagai Bahasa untuk penutur-penutur bahasa lain.Ia menilai peranan sastera di dalam kurikulum yang memfokus bagaimana pengalaman yang berdasarkan sastera boleh menjadi bermakna dan menyeronokkan untuk pelajar sambil menyemai pertumbukan bahasa dan nilai estatik serta pembangunan kendiri. Kursus ini menerokai process pembacaan bahan sastera, kemahiran bahasa dan sastera dan juga teori asas untuk pengajaran dan pembelajaran sastera bagi mengembangkan amalan dalam pengajaran prosa, puisi dan drama. Prinsip pengajaran dan pembelajaran sastera akan dibincangkan berdasarkan pengalaman dan analisa kajian terkini.Pelajar akan menganalisa bacaan sastera 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:

- APLP, *How to eat a poem*. (2006). New York: Dover.
- Asraf, R.M., & Ahmad, I.S. (2003). Promoting English Language development and the reading habit among students in rural schools through the Guided Extensive Reading program. *Reading in a Foreign Language* 15(2), 82-102.
- Campbell, K.H. (2007). *Less is more. Teaching literature with short texts.* Portland: Stenhouse.
- Collie, J., & Slater, S. (1987). *Literature in the language classroom*. Cambridge: CUP.
- Furukawa, A., & Kawate, M., (2005). *Start with simple stories and enjoy reading*.
- Hall, G. (2005). *Literature in language education*. Basingstoke: Palgrave Macmillan.
- Krashen, S. (1997). *Foreign language education: The easy way*. Culver City: LEA.
- McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers: Practice and theory.* A& C Black.

PQX7002 Projek Penyelidikan (12 Jam Kredit)
PQX7002 Research Project (12 Credit Hours)

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*. 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

PQX7003 Kaedah Penyelidikan Kualitatif Dalam Pendidikan (3 kredit)
PQX7003 Qualitative Research Methods in Education(3 credits)

Sinopsis/*Synopsis*

Kursus ini akan memberi pelajar input pelbagai jenis kajian kualitatif, proses pelaksanaan dari segi pemilihan tajuk kajian, persampelan, teknik pengumpulan data, kesahani dan kebolehpercayaan, analisis data dan penyediaan laporan kajian kualitatif. Pelajar juga akan didedahkan dengan penggunaan perisian terkini sebagai alat pengurusan data kualitatif seperti; Nvivo. Akhir sekali pelajar dikehendaki menyediakan satu proposal kajian kualitatif sebagai latihan bersifat praktis.

This course gives students input on various types of qualitative research, the implementation process from the aspect of choosing a research topic, sampling, qualitative data collection techniques, validity and trustworthiness, data analysis (including data reduction) and preparation of a qualitative report. Students will also be exposed to usage of the latest software as a tool for managing qualitative data such as Nvivo. Finally, the student is required to prepare a qualitative research proposal as a practical exercise.

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:

- Tracy, S. J. (2013). Qu*alitative Research Methods - Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley: NY
- Creswell, J.W. (2008). *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 3 th Edition. New Jersey : Pearson
- Neuman, W.L. (2006). *Social Research Methods : Qualitative and Quantitative Approaches*. 6 th Edition. USA : Allyn and Bacon.
- McMillan, J.H. & Schumacher, S. (2006). *Research in Education :Evidence – Based Inquiry.* 7 th Edition. New Jersey : Pearson.

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 Jam Kredit)

POX7001 Research Methods in Education (3 Credit Hours)

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: 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., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. (8th ed)*. Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4thed)* 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. (9thed)* New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches. (2nd ed).* Boston: Pearson Education Inc

Program/ *Programme*	:	**Sarjana Pendidikan Bahasa Malaysia** ***Master of Bahasa Malaysia Education***
Kod Program / *Programme Code*	:	**PQG**
Mod Program/ *Programme Mode*	:	***Kursus / Coursework***

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 Bahasa Malaysia adalah seperti berikut:
Admission requirements for the Master of Bahasa Malaysia Education are as follows:

a. Ijazah Sarjana Muda (minimum PNGK 3.0) ;

Bachelor Degree (minimum CGPA of 3.0);

dan/*and*

i. Diploma pasca ijazah (minimum PNGK 3.0) dalam bidang pendidikan atau pengurusan sekolah/institusi pendidikan/ institusi latihan dan sekurang-kurangnya satu (1) tahun pengalaman;
Postgraduate diploma (minimum CGPA of 3.0) in the field of education or school management/education institute/ training institute and at least one (1) year of experience;

Atau / *or*

ii. Mempunyai pengalaman yang berkaitan sekurang-kurangnya tiga (3)

tahun;

Have at least three (3) years of relevant experience

Atau / *or*

iii. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa;

Other qualifications passed by the Senate from time to time;

Atau/*or*

iv. Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya.
Has other qualifications that are recognised by the Malaysian government and approved by the University of Malaya Senate.

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate
dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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 / *Period of Study*

Tempoh Minimum	: 2 Semester Biasa dan 1 Semester Khas
Minimum Period	*: 2 Regular Semesters and 1 Special semester*
Tempoh Maksimum	: 8 Semester Biasa
Maximum period	*: 8 Regular Semesters*

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 pendidikan Bahasa Malaysia untuk menyelesaikan masalah yang berkaitan dengan bidang pendidikan.
To produce dynamic and reflective educators who are able to observe and improve their practice as well as apply practical, education theory, research and Bahasa Malaysia education knowledge to solve problems related to the field of education.

5. Hasil Pembelajaran Program / *Programme learning outcomes*

Di akhir program, pelajar dapat;
By the end of the programme, students will be able to:

Domain MQF	**Hasil Pembelajaran** ***Learning outcomes***
PO1	Menguasai teori, pedagogi dan pengetahuan yang releven dalam bidang Pendidikan Bahasa Malaysia. *Master theory, pedagogy and knowledge relevant in the field of Bahasa Malaysia Education*
PO2	Mempraktikkan bidang Pendidikan Bahasa Malaysia melalui pengajaran, penilaian dan penyelidikan dengan menggunakan teknologi komunikasi dan maklumat. *Practice Bahasa Malaysia education through teaching, evaluation and research using communication technology and information*.
PO3	Mempamerkan sikap keprihatinan terhadap isu semasa yang berkaitan dengan bidang Pendidikan Bahasa Malaysia. *Exhibit awareness of current issues related to the field of Bahasa Malaysia education*.
PO4	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang Pendidikan Bahasa Malaysia. *Apply ethics and best practices as a professional in the field of Bahasa Malaysia Education*
PO5	Berkomunikasi dengan berkesan dan dapat kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang Pendidikan Bahasa Malaysia. *Communicate effectively and collaborate with other parties to carry out activities in the field of Bahasa Malaysia Education*
PO6	Menganalisis secara kritis, teori, polisi dan aliran kontemporari berkaitan bidang Pendidikan Bahasa Malaysia. *Critically analyse theory, policy and contemporary trends related to the field of Bahasa Malaysia Education*.
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan menguruskan maklumat yang berkaitan dengan Pendidikan Bahasa Malaysia. *Engage in lifelong learning and manage information related to Bahasa Malaysia education*.

6. Struktur Program / *Programme Structure*

Struktur Program Sarjana Pendidikan Bahasa Malaysia berasaskan pendekatan bersifat kontemporari untuk melahirkan guru bahasa 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 Bahasa Malaysia Education programme structure are based on contemporary approaches to produce excellent language teachers. Curriculum content are designed based on education development knowledge from the perspective of service and teaching in line with the National Education Philosophy, National vision and National Transformation Plan.

Program ini merangkumi Empat Puluh Dua (42) jam kredit yang merangkumi Dua Belas (12) jam kredit kursus teras, Sembilan
(9) jam kredit kursus teras program, Sembilan (9) jam kredit kursus elektif program dan 12 jam kredit bagi projek penyelidikan yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, kerja lapangan dan pendekatan yang berasaskan teknologi.

This programme involves forty two (42) credit hours with twelve (12) credit hours for core courses, nine (9) credit hours for core programme courses, nine (9) credit hours for programme elective courses and twelve (12) credit hours for the research project, all of which involve lectures, assignments, discussions, presentations, research, fieldwork and approaches based on technology.

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

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research methods in education*	3 kredit
PQG 7001	Seminar dalam Pendidikan Bahasa Malaysia *Seminar in Bahasa Malaysia Education*	3 kredit
PQG 7002	Prinsip dan Amalan dalam Pengajaran Bahasa Malaysia *Principles and Practice in Bahasa Malaysia Education*	3 kredit
PQG 7003	Kesusasteraan dalam Pengajaran Bahasa Malaysia *Literature in Bahasa Malaysia Education*	3 kredit
PQG 7004	Pengukuran dan Penilaian dalam Pendidikan Bahasa Malaysia *Measurement and Assessment in Bahasa Malaysia Education*	3 kredit
PQG 7005	Sosiolinguistik dalam Pendidikan Bahasa Malaysia *Sociolinguistics in Bahasa Malaysia Education*	3 kredit
PQG 7006	Psikolinguistik dalam Pendidikan Bahasa Malaysia *Psycholinguistics in Bahasa Malaysia Education*	3 kredit

Kursus Elektif (Pilih tiga) / *Elective Courses (Select three)*

PQX 7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics in research in Education*	3 kredit
PQX 7003	Kaedah Penyelidikan Kualitatif *Qualitative research methods*	3 kredit
PQX 7004	Kaedah Penyelidikan Tinjauan *Quantiative research methods*	3 kredit
PQG 7007	Kajian Perkembangan Literasi Bahasa Malaysia *Research in Bahasa Malaysia Literacy Development*	3 kredit
PQG 7008	Kajian Pendidikan Guru Bahasa Malaysia *Bahasa Malaysia Teacher Education Research*	3 kredit
PQG 7009	Perancangan Dasar dan Kurikulum Bahasa Malaysia *Bahasa Malaysia Curriculum and Policy Planning*	3 kredit

Penyelidikan / *Research*

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit

SARJANA PENDIDIKAN SARJANA PENDIDIKAN BAHASA MALAYSIA
SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
MASTER OF BAHASA MALAYSIA 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 *Core Courses*	POX 7001 Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education* PQG 7001 Seminar dalam Pendidikan Bahasa Malaysia *Seminar in Bahasa Malaysia Education* PQG 7004 Pengukuran dan Penilaian dalam Pendidikan Bahasa Malaysia *Measurement and Assessment in Bahasa Malaysia Education* PQG 7005 Sosiolinguistik dalam Pendidikan Bahasa Malaysia *Sociolinguistics in Bahasa Malaysia Education*	3 3 3 3	PQG 7002 Prinsip dan Amalan dalam Pengajaran Bahasa Malaysia *Principles and Practise in Bahasa Malaysia Teaching* PQG 7003 Kesusasteraan dalam Pengajaran Bahasa Malaysia *Literature in Bahasa Malaysia Teaching* PQG 7006 Psikolinguistik dalam Pendidikan Bahasa Malaysia *Psycholinguistics in Bahasa Malaysia Education*	3 3 3			**21**
Kursus Elektif (Pilih Tiga) *Elective Courses (Select 3)*	PQX 7001 Statistik untuk Penyelidikan dalam Pendidikan *Statistics in Education Research* PQX 7003 Kaedah Penyelidikan Kualitatif *Qualitative Research Methods* PQX 7004 Kaedah Penyelidikan Tinjauan *Survey Research Methods*	3 3 3	PQG 7007 Kajian Perkembangan Literasi Bahasa Malaysia *Research in Bahasa Malaysia Literacy Development* PQG 7008 Kajian Pendidikan Guru Bahasa Malaysia *Bahasa Malaysia Teacher Education Research* PQG 7009 Perancangan Dasar dan Kurikulum Bahasa Malaysia *Bahasa Malaysia Curriculum and Policy Planning*	3 3 3			**9**
Projek Penyelidikan *Research Project*			PQX 7002 Projek Penyelidikan (P) *Research Project (P)*	6	PQX 7002 Projek Penyelidikan (P) *PQX7002 Research Project (P)*	6	**12**
Jumlah Kredit *Total Credits*		18		18		6	**42**

JUMLAH KREDIT KESELURUHAN: 42 Jam Kredit
OVERALL TOTAL CREDIT: 42 Credit Hours

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

1. **Pendaftaran Kursus / *Course registration***

(1) Pendaftaran kursus mesti disempurnakan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.
Course registration must be completed within two (2) weeks from the date semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam 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. Penyerahan / *Submission*

(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*

PQG7001 Seminar dalam Pendidikan Bahasa Malaysia (3 kredit)
PQG7001 Seminar in Bahasa Malaysia Education (3 credits)

Sinopsis/*Synopsis*

Dalam kursus ini pelajar akan terlibat dalam berikut: penganalisisan ciri-ciri retorik dan linguistic 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 perbincangam 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 better 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 Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Bailey, S. (2014). *Academic Writing: A Handbook of International Students*. New York: Routledge.
- Bambang Dwiloka & Rati Riana. (2015). *Teknik Menulis Karya Ilmiah: Skrip, Tesis, Disertasi, Artikel, Makalah dan Laporan*. Jakarta: Penerbit PT Rineka Cipta.
- Swales, J.M., & Feak, C.B. (2012). *Academic writing for graduate students: Essential Tasks and Skills* (3rd ed.). Ann Arbor: University of Michigan Press.
- Asmah Haji Omar. (2004). *Penyelidikan, Pengajaran dan Pemupukan Bahasa*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

PQG7002 Prinsip dan Amalan dalam Pengajaran Bahasa Malaysia (3 kredit)
PQG7002 Principles and Practice in Bahasa Malaysia Education (3 hours)

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 pengajarn dan pembelajaran bahasa.

This course provides an overview of teaching Malaysian language to with an emphasis on methodology. Through a program of lectures, readings and discussions, we will explore the educational contexts in which Malaysian Language 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 Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Brown, H.D. (2014). *Principles of Language Learning and Teaching* (6th Edition). Pearson.
- Lightbown, P. M. & Nina Spada. (2013). *How Languages Are Learned* (4th ed.). Oxford University Press, USA.
- Larsen-Freeman, D. & Marti Anderson. (2014). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press, USA.
- Yahya Othman, Roselan Baki & Naffi Mat. (2009). P*emerkasaan Pendidikan Bahasa Melayu*: Dari Teori ke Praktik. Utusan Publilcations & Distributors Sdn Bhd.

PQG7003 Kesusasteraan dalam Pengajaran Bahasa Malaysia (3 kredit)
PQG7003 Literature in Bahasa Malaysia Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang bahan sastera bagi meningkatkan penguasaan bahasa. Untuk itu, kursus ini akan tumpukan perhatian kepada pelbagai pendekatan dan teknik yang bersesuaian supaya murid minat terhadap bahan sastera. Para pelajar perlu mengembangkan teknik melatih kemahiran berfikir aras tinggi (KBAT) dalam pengajaran bahan sastera. Isu dan masalah dalam pengajaran bahan sastera akan dibincang untuk dicari cara penyelesaiannya. Seterusnya para pelajar juga dikehendaki merangka dan membentangkan modul pengajaran yang berkesan.

This course exposes students to variety literature genres to improve language proficiency. This course will focus on materials that can instil students' interests in literature. Students will be required to use higher order of thinking skills in teaching literature. Issues and problems related will also be discussed. Students are also required to design appropriate module for teaching literature.

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

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

Bahasa Pengantar: Bahasa Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Ronald Carter, John McRae. (2014). *Language, Literature and the Learner: Creative Classroom Practice*. Routledge.
- Chew Fong Peng. (2013). *Cerpen dan Perpaduan Nasional. Kuala Lumpur*: Penerbit Universiti Malaya.

- N. Shantha Naik. (2014). *Teaching English Language Through Literature*. Pinnacle Technology.

PQG7004 Pengukuran dan Penilaian dalam Pendidikan Bahasa Malaysia (3 kredit)
PQG7004 Measurement and Assessment in Bahasa Malaysia Education (3 hours)

Sinopsis/*Synopsis*

Tujuan kursus ini adalah untuk memperkenalkan kepada pelajar tentang teori dan prinsip-prinsip dalam penubuhan ujian-ujian bahasa. Pelajar akan didedahkan kepada pelbagai bentuk ujian dan penilaian, dan kesesuaian bentuk-bentuk ujian ini dalam pelbagai situasi pengajaran. Antara konsep-konsep penting yang akan dikuliahkan adalah kesahan dan kebolehpercayaan ujian, dan jenis-jenis kesahan dan kebolehpercayaan ujian. Isu-isu semasa mengenai ujian dan penilaian akan dibincangkan. Pelajar-pelajar akan memeriksa dan menilai teknik-teknik menguji kemahiran bahasa, tatabahasa, dan perbendaharaan kata dan mengkaji kerangka teori ujian dan aplikasinya di samping mempelajari cara menganalisis item ujian, cara menganaisis dan menginterpretasi markah ujian dan pembinaan skim pemarkahan.

The aim of this course is to introduce to student on the principles and theory in constructing Malaysia language and KOMSAS tests. Student will be introduced the various facet of test and evaluation, suitability of various test in various teaching and learning situation. The concepts that will in lecture on are reliability and validity test and types. Recent issues on test and evaluation will be discuss. Student will examine and assess techniques to evaluate language skills, grammar, vocabulary and KOMSAS. To study the framework in the theory of test and its application. On the other hand, learn to analyse itemize test, process of analysis and interpret test marks and construct the marking scheme.

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

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

Bahasa Pengantar: Bahasa Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Bruce B. Frey. (2014). *Modern Classroom Assessment*. California: SAGE Publications.
- Neil J. Salkind. (2014). *Tests & Measurement for People Who (Think They) Hate Tests & Measurement*. London: SAGE Publications.
- Mark D. Shermis, Francis J. DiVesta. (2013). *Classroom Assessment in Action*. Maryland: The Rowman & Littlefield Publishers.

PQG7005 Sosiolinguistik dalam Pendidikan Bahasa Malaysia (3 kredit)
PQG7005 Sociolinguistics in Bahasa Malaysia Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang konsep asas dalam bidang sosiolinguistik. Pelajar akan berpeluang meneroka kepelbagaian dalam penggunaan bahasa dan kaitannya dengan kepelbagaian budaya yang terdapat di negara ini. Pelajar kemudiannya berpeluang mengaitkan teori-teori asas dalam bidang sosiolinguistik dengan amalan hidup seharian masyarakat di sekitar dan perkaitannya dengan sistem pendidikan di negara ini. Kursus ini juga akan membuka peluang kepada pelajar untuk menjalankan kajian lapangan yang berkaitan kepelbagaian penggunaan bahasa di negara ini.

This course aims to give exposure to students' basic concept in sociolinguistic field. Students have chances

to explore the various using of language and its relation with the multicultural in this country. After that, students will relate the basic sociolinguistic theory with daily life of the compounding society and with the education system in this country. This course also give the chance for the students to practice the field work pertains to the various usages of languages in this country.

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

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

Bahasa Pengantar: Bahasa Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Agnieszka O. & Gessica D.A. (2014). *Teaching and Learning in Multilingual Contexts: Sociolinguistic and Educational Perspectives*. CPI Antony Rowe.
- Wardhaugh, R. & Fuller, J.M. (2014). *An Introduction to Sociolinguistics*. Sussex: John Wiley & Sons
- Holmes. J. (2015). *An Introduction to Sociolinguistics*. Edinburgh. Harlow: Pearson Education Limited.

PQG7006 Psikolinguistik dalam Pendidikan Bahasa Malaysia (3 kredit)
PQG7006 Psycholinguistics in Bahasa Malaysia Education (3 credits)

Sinopsis/*Synopsis*

Tujuan kursus ini ialah bagi mendedahkan para pelajar kepada teori dan konsep utama dalam bidang psikolinguitistik dan bagaimana bidang ini dapat menyumbang ke arah penguasaan bahasa dan pembelajaran literasi, terutamanya dalam bidang pertuturan, bacaan dan penulisan di sekolah-sekolah. Kursus ini akan membiasakan pelajar dengan teori-teori asas linguistik, Teori Hubungan Rangsangan Gerak balas, dan Teori Kognitif. Pelajar akan mempelajari proses yang berlaku pada waktu seseorang bertutur, membaca dan memahami bahan bacaan dari aspek semantik, morfologi, ayat dan bahasa kiasan. Pengetahuan ini diharap dapat digunakan bagi merancang pembinaan kurikulum bahasa, membina bahan bacaan, menulis teks, dan merangka pengajaran bahasa di kelas. Pelajar juga berpeluang merangka satu projek penyelidikan dalam bidang pendidikan bahasa berlandaskan teori dan konsep utama psikolinguistik.

The purpose of this course is to expose students to the major theories and concepts in the field of psycholinguistics and how these fields can contribute towards mastery of language and literacy learning, particularly in the areas of speech, reading and writing in schools. This course will familiarize students with the basic theories of linguistics, Relationship Stimulus Response Theory and Cognitive Theory. Students will learn about the process that occurs when a person speak, read and understand the material aspects of semantics, morphology, sentences and figurative language. This knowledge is expected to be used for the construction of the language curriculum design, build reading, writing and drafting language teaching in the classroom. Students also have the opportunity to develop a research project in the field of language education based on theory and concepts of psycholinguistics.

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

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

Bahasa Pengantar: Bahasa Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Danny D. Steinberg, Hiroshi Nagata, David P. Aline. (2015). *Psycholinguistics: Language, Mind and World*. Second Edition. New York: Routledge.
- Warren, P. (2015). *Introducing Psycholinguistic*. Cambridge: Cambridge University Press.
- Michael Spivey, Ken McRae, Marc Joanisse. (2014). *The Cambridge Handbook of Psycholinguistics*. Cambridge University Press

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
PQX7001 Statistics in Research in Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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: 70%, Peperiksaan: 30%

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

Bahasa Pengantar: Bahasa Malaysia

***Medium of instruction**: Bahasa Malaysia*

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 th edition). New York: McGraw Hill.
- Lind, D., Marchal, W., & Wathen, S. (2011). *Basic Statistics for Business & Economics*. New York: McGraw Hill.

PQG7007 Kajian Perkembangan Literasi Bahasa Malaysia (3 kredit)
PQG7007 Research in Bahasa Malaysia Literacy Development (3 credit)

Sinopsis/*Synopsis*

Kursus ini mendedahkan konsep asas dalam perkembangan literasi bahasa dan keadaan literasi di sekolah. Pelajar akan mempelajari teori bacaan dan penulisan yang menjadi asas literasi, seterusnya mengkaji literasi dalam proses linguistik, kognitif dan sosiobudaya, Literasi bersituasi dan multiliterasi, emergent literacy, literasi remaja dan literasi baru. Menerusi kursus ini juga, pelajar mampu menganalisis data dan menilai kajian dalam literasi yang dijalankan seterusnya menghasilkan kajian tentang literasi bahasa di sekolah.

This course exposes students to the basic concepts of language and literacy development in the school context. Students will study the theory of reading and writing that is the basic of literacy, then further the study of literacy in the process of linguistics, cognitive and socio-cultural, and situated multiliteracies, emergent literacy, youth literacy and new literacy. Through this course, students are able to analyse and evaluate the data in literacy studies, and subsequently conduct a study on language literacy in schools.

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

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

Bahasa Pengantar: Bahasa Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- C. Addison Stone, Elaine R. Silliman, Barbara J. Ehren, Kenn Apel. (2013). *Handbook of Language and Literacy: Development and Disorders.* Guilford Publications.
- Kelly B. Cartwright. (2015). *Literacy Processes: Cognitive Flexibility in Learning and Teaching*. Gillford Publications.
- James P. Byrnes, Barbara A. Wasik. (2014). *Language and Literacy Development: What Educators Need to Know*. Gildford Publications.

PQG7008 Kajian Pendidikan Guru Bahasa Malaysia (3 kredit)
PQG7008 Bahasa Malaysia Teacher Education Research (3 credits)

Sinopsis/*Synopsis*

Kursus ini bertujuan memperkenalkan konsep guru bahasa yang bukan sahaja berperanan sebagai pelaksana kurikulum di bilik darjah, tetapi guru berperanan sebagai penyelidik. Sebagai satu profesyen yang memerlukan guru bertindak secara profesional mereka perlu dilengkapi dengan maklumat dan data yang konkrit bagi membantunya dalam tugas-tugas harian. Oleh yang demikian tugas sebagai seorang guru memerlukan mereka sentiasa peka terhadap perkembangan semasa baik dalam bilik darjah mahu pun di persekitaran tempat kerja. Kursus ini akan membantu guru menyediakan diri sebagai penyelidik dan boleh menggunakan kemahiran tersebut dalam melaksanakan kurikulum bahasa dan meningkatkan mutu perkhidmatan sebagai seorang guru bahasa yang berwibawa sepanjang kerjaya mereka.

This course aims to introduce the concept of Malaysia language teachers who not only act as the main manager who implement the curriculum in the classroom, but teachers act as researchers. As a profession that requires teachers to act in a professional manner, they have to come with concrete information and data to assist in daily tasks. Thus the task as a teacher requires them to always be alert to developments both in the classroom or even the workplace environment. This course will help teachers prepare themselves and researchers to use these skills in implementing the curriculum and improve the quality of language services as a competent language teacher throughout their careers.

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

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

Bahasa Pengantar: Bahasa Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Cheryl Hunter, & Donna Pearson. (2015). *Interculturalization and Teacher Education*: Theory to Practice. Routledge.
- B. Kumaravadivelu. (2014). *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing*. Routledge.
- Michael Raggett & Malcolm Clarkson (eds.). (2013). *Changing Patterns of Teacher Education*. Routledge.

PQG7009 Perancangan Dasar dan Kurikulum Bahasa Malaysia (3 kredit)
PQG7009 Bahasa Malaysia Curriculum and Policy Planning (3 credit)

Sinopsis/*Synopsis*

Kursus ini bertujuan memberi pendedahan tentang setiap peringkat perancangan dasar dan polisi bahasa dari peringkat kerajaan hingga individu. Kursus ini akan menganalisis teori dan implimentasi dalam pelbagai polisi bahasa. Selain itu, pelajar berpeluang meneroka kepelbagaian kurikulum bahasa dan kaitannya dengan kepelbagaian budaya yang terdapat di negara ini. Pelajar kemudiannya berpeluang mengaitkan teori-teori asas dalam bidang perancangan polisi dan kurikulum bahasa dengan amalan hidup seharian masyarakat di sekitar dan perkaitannya dengan sistem pendidikan di negara ini. Kursus ini juga akan membuka peluang kepada pelajar untuk menjalankan kajian lapangan yang berkaitan polisi kepelbagaian penggunaan bahasa di negara ini.

This course aims to provide an overview of each stage of language planning policy and curriculum of the government to the individual level. The course analyses the theory and implementation in various languages policy. In addition, students have the opportunity to explore the diversity curriculum in the use of language and its relation to the cultural diversity in the country. Students then have the opportunity to link the basic theories in the field of language planning and curriculum practices of everyday life in society and its relationship with the education system in the country. The course will also provide an opportunity for students to conduct field studies related to the use of language diversity policies in the country.

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

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

Bahasa Pengantar: Bahasa Malaysia

Medium of instruction*: Bahasa Malaysia*

Rujukan Utama:

Main references:

- James W. Tollefson. (2013). *Language Policies in Education: Critical Issues*. Routledge.
- Bernard Spolsky. (2012). *The Cambridge Handbook of Language Policy*. Cambridge University Press.
- Ornstein, A.C. & Hunkins, F.P. (2016). *Curriculum: Foundations, Principles and Issues*. (6th Ed.). Boston: Allyn & Bacon.
- Wiles, J. & Bonci, J. (2014). *Curriculum Development: A Guide to Practice*. (9th Ed.). London: Prentice-Hall International

Program/ *Programme*	:	**Sarjana Pendidikan Bahasa Arab/** ***Master of Arabic Language Education***
Kod Program/ *Programme Code*	:	**PQF**
Mod Program/ *Programme Mode*	:	**Kursus/** ***Coursework***

KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019 /

UNIVERSITY OF 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 ini adalah seperti berikut:

Admission requirements for this programme are as follows:

Kelayakan masuk untuk mengikuti program Sarjana Pendidikan Bahasa Arab adalah seperti berikut:
Admission requirements for the Master of Arabic Language Education are as follows:

a. Ijazah Sarjana Muda dalam bidang Bahasa Arab atau berkaitan dengan CGPA sekurang-

kurangnya 3.0;

Bachelor Degree in Arabic Language or relevant fields with a CGPA of at least 3.0;

Atau / *or*

b. Ijazah Sarjana Muda dalam bidang Bahasa Arab atau berkaitan dengan CGPA sekurang-kurangnya 2.5 DAN memiliki Diploma pasca ijazah dalam bidang pendidikan atau pengurusan sekolah/institusi pendidikan/ institusi latihan; ATAU Mempunyai pengalaman yang berkaitan sekurang-kurangnya satu (1) tahun; ATAU Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa;
Bachelor Degree in Arabic language or relevant degrees with a CGPA of at least 2.5 AND has obtained a Postgraduate Diploma in education or school/ education institution/ training institution; OR has relevant experience of at least one (1) year; OR other qualifications as approved by the Senate from time to time.

Atau / or

c. 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 University of Malaya Senate.

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University

of Malaya Senate
dan / *and*

Memperolehi skor minimum band 5.0 bagi *International English Language Testing System* (IELTS) (*Academic*).

Obtains a minimum band score of 5.0 in the International English Language Testing System (IELTS) (Academic)

atau / *or*

Memperolehi skor minimum sebanyak 500 (*Paper based*), skor 213 (*Computer based*) atau skor 80 (*Internet based*) bagi *Test of English as a Foreign Language* (TOEFL)

Obtains a minimum score of 500 points (Paper based), or 213 points (Computer based) or 80 points (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

Tempoh Minimum : 2 Semester Biasa dan 1 Semester Khas
Tempoh MaksimuM : 8 Semester

Duration of Study

Minimum duration : 2 regular semesters and 1 special semester
Maximum duration : 8 semesters

4. Matlamat Program / Programme Aim

Untuk menghasilkan graduan yang cemerlang dalam bidang pendidikan Bahasa Arab sesuai dengan aspirasi nasional dan global.
To produce excellent graduates in the field of Arabic Language Education in line with national and international aspirations.

5. Hasil Pembelajaran Program / *Programme Learning Outcomes*

Di akhir program, pelajar dapat;
By the end of the programme, candidates will be able to;

Domain MQF	**Hasil Pembelajaran/ *Learning Outcomes***
PO1	Menguasai pengetahuan isu, trend, pengajaran pembelajaran dan penyelidikan dalam bidang Pendidikan Bahasa Arab. *Master knowledge of issues, trends, teaching and learning as well as research in the field of Arabic Language Education*.
PO2	Mempraktikkan bidang Pendidikan Bahasa Arab melalui pengajaran, penilaian dan penyelidikan dengan menggunakan teknologi komunikasi dan maklumat. *Practise teaching, evaluation and research in the field of Arabic Language Education through the use of communication technology and information*.
PO3	Mempamerkan sikap keprihatinan terhadap isu semasa yang berkaitan dengan bidang Pendidikan Bahasa Arab. *Display awareness towards current issues related to the field of Arabic Language Education*.
PO4	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang Pendidikan Bahasa Arab. *Apply professional ethics and best practices in the field of Arabic Language Education*
PO5	Mempamerkan nilai kepimpinan dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang Pendidikan Bahasa Arab. *Display leadership values and collaborate with other parties to carry out activities in the field of Arabic Language Education*.
PO6	Menganalisis secara kritis, teori, polisi dan aliran kontemporari berkaitan bidang Pendidikan Bahasa Arab. *Critically analyse theory, policy and contemporary trends related to the field of Arabic Language Education*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan Pendidikan Bahasa Arab. *Engage in lifelong learning and information management related to the field of Arabic Language Education*

6. 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) jam kredit yang merangkumi Dua Belas (12) jam kredit bagi kursus teras, Lapan Belas (18) jam kredit bagi kursus elektif dan Dua Belas (12) jam kredit bagi projek penyelidikan yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

This programme involves forty two (42) credit hours that involve twelve (12) credit hours of core courses, eighteen (18) credit hours of elective courses and twelve (12) credit hours 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)*

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research methods in Education*	3 kredit
PQF 7001	Teori dan Amalan Pengajaran Bahasa Arab *Theories and Practices in the Teaching of Arabic Language*	3 kredit
PQF 7002	Perkembangan Kurikulum Bahasa Arab *Curriculum Development in Arabic Language*	3 kredit
PQF 7003	Pengukuran Dalam Pendidikan Bahasa Arab *Evaluation in the Teaching of Arabic Language*	3 kredit

Kursus Elektif (Pilih tiga) / *Elective courses (select three)*

POH 7005	Pendidikan al Quran *Al-Quran Education*	3 kredit
PQE 7001	Pemerolehan Bahasa Kedua *Second Language Acquisition*	3 kredit
PQF 7004	ICT Dalam Pendidikan Bahasa Arab *ICT in Arabic Language Education*	3 kredit
PQF 7005	Pengajaran Kemahiran Komunikasi Bahasa Arab *Teaching of Arabic Communication Skills*	3 kredit
PQF 7006	Pendidikan Guru Bahasa Arab *Arabic Language Teacher Education*	3 kredit
PQX 7004	Penyelidikan Tinjauan *Survey Research Method*	3 kredit
PQX 7003	Kaedah Penyelidikan Kualitatif Dalam Pendidikan *Qualitative Research Methods in Education*	3 kredit

Penyelidikan

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit

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 *Core Courses*	POX 7001 Kaedah Penyelidikan dalam Pendidikan *POX 7001* *Research Methods in Education* PQF 7002 Perkembangan Kurikulum Bahasa Arab *PQF 7002* *Curriculum Development in Arabic Language*	3 3	PQF 7001 Teori dan Amalan Pengajaran Bahasa Arab *PQF 7001* *Theories and Practices in the Teaching of Arabic Language* PQF 7003 Pengukuran Dalam Pendidikan Bahasa Arab *PQF 7003* *Evaluation in the Teaching of Arabic Language*	3 3			**12**
Kursus Elektif (Pilih Enam) *Elective Courses (Select Six)*	PQF 7005 Pengajaran Kemahiran Komunikasi Bahasa Arab *PQF 7005* *Teaching of Arabic Communication Skills* PQF 7007 Pendidikan Literasi Bahasa Arab *PQF7007* *Arabic Language Literacy Education* PQX 7003 Kaedah Penyelidikan Kualitatif Dalam Pendidikan *PQX 7003* *Qualitative Research Methods in Education* PQX 7004 Penyelidikan Tinjauan *PQX 7004* *Survey Research Method*	3 3 3 3	PQF 7004 ICT Dalam Pendidikan Bahasa Arab *PQF 7004* *ICT in Arabic Language Education* PQF 7006 Pendidikan Guru Bahasa Arab *PQF 7006* *Arabic Language Teacher Education* PQE 7001 Pemerolehan Bahasa Kedua *PQE 7001* *Second Language Education* POH 7005 Pendidikan al Quran *POH 7005* *Al Quran Education*	3 3 3 3			**18**
Projek Penyelidikan *Research Project*			PQX 7002 Projek Penyelidikan (P) *PQX 7002* *Research Project (P)*	6	PQX 7002 Projek Penyelidikan (P) *PQX 7002* *Research Project (P)*	6	**12**
Jumlah Kredit ***Total Credits***		**15**		**21**		**6**	**42**

JUMLAH KREDIT KESELURUHAN: 42 Jam Kredit
OVERALL TOTAL CREDIT: 42 Credit Hours

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

1. **Pendaftaran Kursus / *Course registration***

(1) Pendaftaran kursus mesti disempurnakan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.
Course registration must be completed within two (2) weeks from the date semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam 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. **Penyerahan / *Submission***

(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*

PQF7001 Teori dan Amalan Pengajaran Bahasa Arab (3 kredit)
PQF7001 Theories and Practices in the Teaching of Arabic Language (3 credits)

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 principles and practice of teaching Arabic as the second language. It will discuss the theories and models of second language learning to be applied in the teaching of Arabic Language. Students will also discuss the issues pertaining to second language learning.

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

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

Bahasa Pengantar: Bahasa Malaysia dan Bahasa Arab

Medium of instruction*: Bahasa Malaysia and Arabic Language*

Rujukan Utama:

Main references:

- Brown, H.D. (2013). *Principles of Language Learning and Teaching*. Prentice Hall Regent: San Francisco.
- Johnson, K. (2012). *Introduction to Foreign Language Learning and teaching*. Longman: London.
- Toimah, R.A (2014). *Ta'lim al A'rabiah li Ghairi an Natiqin Biha*. ISESCO : Rabat.

PQF7002 Perkembangan Kurikulum Bahasa Arab (3 kredit)
PQF7002 Curriculum Development in Arabic Language (3 credits)

Sinopsis/*Synopsis*

Kursus ini mendedahkan kepada pelajar teori dan konsep kurikulum secara umumnya. Setelah mengetahui konsep asas sesuatu kurikulum, pelajar dikehendaki menganalisis perkembangan dalam kurikulum dan membentangkan hasil analisis kurikulum tersebut serta memberikan penilaian mereka kepada penilaian mereka kepada kurikulum Bahasa Arab yang sedia ada. Pelajar dikehendaki mencadangkan inovasi kurikulum terhadap kurikulum yang sedia ada dan membina kurikulum berdasarkan analisis dan inovasi yang dicadangkan.

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 Malaysia dan Bahasa Arab

***Medium of instruction**: Bahasa Malaysia and Arabic Language*

Rujukan Utama:

Main references:

- Ornstein, A.C & Hunkins (2013). *Curriculum: Foundation, principles and issues*. Boston: Allyn and Bacon
- Mohad Azzat, A.M (2012). *Assasiyyat al-manhaj watanzimuhu*. Kaherah : Dar Thaqafah
- Richards, J.S (2007). *Curriculum development in language teaching*. Cambridge: Cambridge University Press

PQF7003 Pengukuran Dalam Pendidikan Bahasa Arab (3 kredit)
PQF7003 Evaluation in the Teaching of Arabic Language (3 credits)

Sinopsis/*Synopsis*

Kursus ini akan menjelaskan tentang pengukuran Bahasa Arab sebagai bahasa kedua. Pelajar akan didedahkan 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 Malaysia, Bahasa Arab dan Bahasa Inggeris

***Medium of instruction**: Bahasa Malaysia, Arabic and English*

Rujukan Utama:

Main references:

- Alderson, J.C., Clapham, C. & Wall, D. (2015). *Language test construction and evaluation*. Cambridge: Cambridge University Press.
- Davies, A. (2013). *Principles of language testing*. Oxford: Blackwell.
- Brown, J.D. (2012). *Testing in Language Programs*. New Jersey: Prentice Hall Regents.
- Muhammad, M. A. (2011). *Language Testing (Arabic version).* Riyadh: University of King Saud Printing.

POH7005 Pendidikan al Quran (3 kredit)
POH7005 Al-Quran Education (3 hours)

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 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 mengambilkira perspektif

tradisional dan kontemporari bagi memastikan kerangka falsafah dan praktikal Pendidikan al Quran tidak diabaikan dalam melaksanakan Pendidikan al Quran kontemporari.

The course aims to expose students to the philosophy and basic concepts applied in the discipline of al-Quran. The focus of the course includes discussion of the evolution of the Quran, the various components and areas of study in the discipline of the Quran, the concept of cohesion in the Quran as well as issues and trends in the practice of the Quran Education in Malaysia and so on. Students will also be trained to analyze and apply theories, methods and principles for developing appropriate educational discipline Quran Education. Discussions were also taking courses in traditional and contemporary perspective to ensure the philosophical and practical framework of the Quran are not ignored in performing contemporary Quran 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:

- Ammar Fadzil (2007) *Anatomi al Quran: Mengenal Ilmu, Sejarah & Kandungan Al-Quran*. Selangor: PTS Publications
- Helen N. Boyle. (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'
- Rudolph T.Ware. (2014). *The Walking Quran: Islamic Education, Embodied Knowledge, and History in West Africa.* USA: The University of North Carolina Press.

PQF7004 ICT Dalam Pendidikan Bahasa Arab (3 kredit)
PQF7004 ICT in Arabic Language Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini mendedahkan konsep asas dalam perkembangan literasi bahasa. Pelajar mampu menganalisis data dan menilai kajian dalam literasi yang dijalankan

This course exposes student to apply the theory and uses of ICT in Arabic Language education. The students will be able to identify specific effective elements of ICT in the teaching and learning of Arabic language.

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:

- Norton, P (2011). *Introduction to Computers*. Singapore : McGraw-Hill.

- Thouësny S. & Bradley, L. (2011). *Second Language Teaching and Learning with Technology: Views of Emergent Researchers.* Research-publishing.net: Dublin, Ireland
- Jones, C and Fortescue (2013). *Using Computer in the language Classroom*. Harlow: Longman.

PQF7005 Pengajaran Kemahiran Komunikasi Bahasa Arab (3 kredit)
PQF7005 Teaching of Arabic Communication Skills (3 credits)

Sinopsis/*Synopsis*

Kursus ini akan menjelaskan tentang pengajaran kemahiran mendengar, bertutur, membaca dan menulis dalam pengajaran bahasa Arab. Pelajar akan didedahkan kepada teori, konsep, pendekatan, prinsip dan langkah-langkah pengajaran untuk kemahiran-kemahiran tersebut secara pengajaran berpisah atau bersepadu. Pelajar akan membuat pembentangan beberapa tajuk yang berkaitan dengan kursus.

This course explains about teaching listening, speaking, reading and writing skills in Arabic as a second language. Students will be exposed to theories, concepts, approaches and stages in teaching that 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 Malaysia, Bahasa Arab dan Bahasa Inggeris

***Medium of instruction**: Bahasa Malaysia, Arabic and English*

Rujukan Utama:

Main references:

- Shahatah, H. (2012). *Ta'lim al- Lughah al- Arabiah*. Kaherah, Dar al Misriyyah al Lubnaniyyah.
- Toimah, R.A (2013). *Ta'lim al A'rabiah li Ghairi an Natiqin Biha*. ISESCO : Rabat.
- Mustafa, M.A. (2014). *Maharat al- Lughah al- Arabiah*. Amman, Aram Studies, Publishing & Distribution House.
- Bygate, M. (2012). *Speaking*. Oxford University Press.
- Lynch, T. (1996). *Communication in the Language Classroom*, Oxford University Press.

PQF7006 Pendidikan Guru Bahasa Arab (3 kredit)
PQF7006 Arabic Language Teacher Education (3 credits)

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 Malaysia,

***Medium of instruction**: Bahasa Malaysia*

Rujukan Utama:

Main references:

- Tedick, D.J. (2013). *Second language teacher education*. Lawrence Erlbaum Associates: London
- Hammond, L.D. (2012). *Powerful Teacher Education*. Jossey-Bass: San Francisco.
- Hammond, L.D. & Bransford. J. (2011). *Preparing Teachers For A Changing World*. Jossey-Bass: San Francisco.

PQX7004 Penyelidikan Tinjauan (3 kredit)
PQX7004 Survey Research Method (3 credits)

Sinopsis/*Synopsis*

Kursus ini dijalankan secara praktikum, berdasarkan satu projek penyelidikan. Pelajar akan dibimbing untuk menentukan masalah penyelidikan dan soalan penyelidikan; menentukan variabel-variabel yang bersabit, membentuk item-item soalselidik, mencubanya untuk memperbaikinya, mentadirkan soalselidik kepada sekumpulan sasaran, menyediakan buku kod dan memasukkan data ke dalam fail SPSS; mengguna kaedah statistik yang sesuai untuk menganalisis data mengguna SPSS; mentafsir dapatan dan menulis laporan.
This course is carried out in the form of a practicum based on a survey research project. The student will be specially guided in the following: defining the research problem and research questions, identifying variables, creating items for the survey questionnaire, carrying out the pilot study to improve the questionnaire, administering the questionnaire, preparation of the code book, data input using SPSS software, data analysis using descriptive and inferential statistics, interpreting of the results; and writing a report

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:

- Babbie, E. R (2012). *Survey research methods*.
- Nie, N. H. (2012). *Statistical Package for the Social Sciences* (SPSS)
- Ary, D., & Razaveich, A (2002). *Introduction to research in education*. 6 th edition. Wadsworth.

PQX7003 Kaedah Penyelidikan Kualitatif Dalam Pendidikan (3 kredit)
PQX7003 Qualitative Research Methods in Education(3 credits)

Sinopsis/*Synopsis*

Kursus ini akan memberi pelajar input pelbagai jenis kajian kualitatif, proses pelaksanaan dari segi pemilihan tajuk kajian, persampelan, teknik pengumpulan data, kesahani dan kebolehpercayaan, analisis data dan penyediaan laporan kajian kualitatif. Pelajar juga akan didedahkan dengan penggunaan perisian terkini sebagai alat pengurusan data kualitatif seperti; Nvivo. Akhir sekali pelajar dikehendaki menyediakan satu proposal kajian kualitatif sebagai latihan bersifat praktis.
This course gives students input on various types of qualitative research, the implementation process from the aspect of choosing a research topic, sampling, qualitative data collection techniques, validity and trustworthiness, data analysis (including data reduction) and preparation of a qualitative report. Students will also be exposed to usage of the latest software as a tool for managing qualitative data such as Nvivo. Finally,

the student is required to prepare a qualitative research proposal as a practical exercise.

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:

- Tracy, S. J. (2013). Qu*alitative Research Methods - Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley: NY
- Creswell, J.W. (2008). *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 3 th Edition. New Jersey : Pearson
- Neuman, W.L. (2006). *Social Research Methods : Qualitative and Quantitative Approaches*. 6 th Edition. USA : Allyn and Bacon.
- McMillan, J.H. & Schumacher, S. (2006). *Research in Education :Evidence – Based Inquiry.* 7 th Edition. New Jersey : Pearson.

PQX7002 Projek Penyelidikan (12 Jam Kredit)
PQX7002 Research Project (12 Credit Hours)

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*th 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

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

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: 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., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. (8th ed)*. Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4thed)* 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. (9thed)* New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches. (2nd ed).* Boston: Pearson Education Inc

Program *Programme*	:	**Sarjana Pendidikan (Pendidikan Matematik)** ***Master of Education (Mathematics Education)***
Kod Program *Programme Code*	:	**POD**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Pendidikan Matematik) adalah seperti berikut:
Admission requirements for the Master of Education (Mathematics Education) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a) Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b) Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c) Pengalaman mengajar yang berkaitan dari institusi pendidikan yang diiktiraf oleh Senat; **ATAU**
*Teaching experience with an institution recognised by the Senate; **OR***

d) Pengalaman kerja dalam bidang yang berkaitan; **ATAU**
*Work experience in a related field; **OR***

e) Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
*A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa
International Candidate

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya
Have another qualification recognized by the Government of Malaysia and approved by the University of 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

3. Tempoh Pengajian /

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Untuk menghasilkan graduan yang profesional, dinamik dan reflektif serta berupaya memantau dan memperbaiki amalan, mengaplikasikan teori dan pengetahuan praktikal, menjalankan penyelidikan dan mampu menghadapi cabaran masa kini di peringkat nasional dan global.

Programme Aim

To produce graduates who are professional, dynamic, reflective and capable of monitoring and improving their practices, applying practical theories and knowledge, conducting research and being able to meet current and global challenges.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of programme, student will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai pengetahuan yang relevan dan terkini dalam bidang Pendidikan Metamatik. *Master relevant and current knowledge in the field of Mathematics Education.*
PO2	Mengaplikasi pengetahuan yang berfaedah dalam Pendidikan Matematik melalui pembelajaran, pengajaran, dan penyelidikan termasuk penggunaan teknologi maklumat dan komunikasi sebagai pengupaya. *Apply useful knowledge in Mathematics Education through learning, teaching, and research including the use of information and communication technology.*
PO3	Membentuk sikap keprihatinan terhadap pembangunan dan pengukuhan bidang Pendidikan Matematik. *Develop a caring attitude towards the development and strengthening of Mathematics Education.*
PO4	Mengembangkan adab, nilai dan etika yang baik dalam bidang pendidikan Matematik. *Develop good manners, values and ethics in the field of Mathematics education.*
PO5	Mengukuhkan jalinan kerjasama yang kreatif dengan pelbagai pihak bagi menjayakan aktiviti bermanfaat dalam bidang Pendidikan Matematik.

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
	Establish creative partnerships with various parties to generate rewarding activites in the field of Mathematics education.
PO6	Menganalisis dan mensintesis pelbagai pendekatan, polisi, dan fahaman dalam bidang Pendidikan Matematik secara kritis dan menyeluruh. *Analyse and synthesise various critical and comprehensive approaches, policies, and understandings in the field of Mathematics Education.*
PO7	Mengamalkan pembelajaran sepanjang hayat bagi meningkatkan tahap profesionalisme dalam bidang pendidikan Matematik. *Practice lifelong learning to enhance the level of professionalism in Mathematics education.*

6. Struktur Program

Struktur Program Sarjana Pendidikan (Pendidikan Matematik) 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.

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Dua Belas (12) jam kredit bagi kursus teras, Tiga (3) jam kredit bagi kursus elektif serta Tiga Puluh (30) jam kredit bagi disertasi / laporan penyelidikan yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure
The Master of Education (Mathematics Education) Program is structured based on a contemporary approach to produce excellent and outstanding educators. The curriculum content is designed based on the current development of education from the perspective of services and teaching in line with the National Philosophy of Education, National Vision and the National Transformation Plan.

The program covers Forty-five (45) credit hours which includes twelve (12) credit hours for core courses, three (3) credit hours for elective courses and thirty (30) credit hours for dissertation / research reports involving courseworks, lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

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

POD 7001	Kaedah Penyelidikan dalam Pendidikan Matematik *Research Methods in Mathematics Education*	3 kredit
POD 7002	Perkembangan Kurikulum dalam Pendidikan Matematik *Curriculum Development in Mathematics Education*	3 kredit
POD 7005	Penyelesaian Masalah dalam Pendidikan Matematik *Problem Solving in Mathematics Education*	3 kredit
POD 7004	Pentaksiran dalam Pendidikan Matematik *Assessment in Mathematics Education*	3 kredit

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

PQX 7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit
POD 7006	Pengajaran Matematik Masa Awal Kanak-Kanak *Teaching of Mathematics in Early Childhood*	3 kredit
POD 7007	Teknologi dalam Pendidikan Matematik	3 kredit

Technology in Mathematics Education

POD 7003 Penyelidikan Lanjutan dalam Pendidikan Matematik 3 kredit
Advanced Research in Mathematics Education

Disertasi / *Dissertation*

POX 7002 Disertasi *30 kredit*
Dissertation

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
PROGRAM SARJANA PENDIDIKAN (PENDIDIKAN MATEMATIK)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)
MASTER OF EDUCATION (MATHEMATICS EDUCATION) PROGRAMME

KOMPONEN/ *COMPONENT*	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT KESELURUHAN/ *TOTAL CREDIT*
	MATA PELAJARAN/ *SUBJECT*	KREDIT/ *CREDIT*	MATA PELAJARAN/ *SUBJECT*	KREDIT/ *CREDIT*	MATA PELAJARAN/ *SUBJECT*	KREDIT/ *CREDIT*	
Kursus Teras/ *Core Courses*	POD 7001 Kaedah Penyelidikan dalam Pendidikan Matematik *Research Methods in Mathematics Education*	3	POD 7004 Pentaksiran dalam Pendidikan Matematik *Assessment in Mathematics Education*	3			12
	POD 7002 Perkembangan Kurikulum dalam Pendidikan Matematik *Curriculum Development in Mathematics Education*	3					
	POD 7005 Penyelesaian Masalah dalam Pendidikan Matematik *Problem Solving in Mathematics Education*	3					
Kursus Elektif (Pilih 1) *Elective Courses (Select 1)*	PQX 7001 Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3	POD 7003 Penyelidikan Lanjutan dalam Pendidikan Matematik *Advanced Research in Mathematics Education*	3			3
	POD 7006 Pengajaran Matematik Masa Awal Kanak-Kanak *Teaching of Mathematics in Early Childhood*	3					
	POD 7007 Teknologi dalam						

	Pendidikan Matematik *Technology in Mathematics Education*						
			POX 7002 Disertasi (R) *Dissertation (R)*	15	POX 7002 Disertasi (R) *Dissertation (R)*	15	30
Jumlah Kredit/ *Total Credit*		12		18		15	45

JUMLAH KREDIT: 45 JAM KREDIT/ *TOTAL CREDIT: 45 CREDIT HOURS*

PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019
UNIVERSITY OF MALAYA (MASTER DEGREE) REGULATIONS 2019

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian

lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POD7001 Kaedah Penyelidikan dalam Pendidikan Matematik (3 Jam Kredit
POD7001 Research Methods in Mathematics Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini ditawarkan khusus bagi pelajar yang akan menjalankan penyelidikan untuk tesis, disertasi atau kertas projek. Antara lain, tumpuan akan diberi kepada beberapa jenis penyelidikan dalam pendidikan matematik berdasarkan perspektif teori yang berbeza dan membincangkan cara untuk melaksanakan agenda penyelidikan. Perhatian yang khusus akan dibeeri terhadap pemahaman tentang prosedur untuk mengumpul, menganalisis, dan mentafsir data kualitatif dan kuantitatif..

The aim of this course is to assist students in understanding the different theoretical perspectives in mathematics education research including the philosophical and psychological perspectives. Research concepts, skills and the competencies required to construct mathematics education to form an agenda for research will be discussed. Special focus will be given to discussion on the nature of conducting research, various research methods and approaches and current research trends in mathematics education.

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:

- Cresswell, J.W.(2013). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition. Thousand Oaks, CA: Sage Publications
- Cresswell, J.W.(2014). Educational research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research (5th Edition). Upper Saddle River, NJ:Pearson education, Inc.
- Fraenkal, J. & Wallen, N., (2014). How to Design and Evaluate Research in Education. Ohio: McGraw Hill Education.
- Nik Azis, N.P.(2014). Penghasilan disertasi berkualiti dalam pendidikan matematik. Kuala Lumpur: Penerbit Universiti Malaya

POD7002 Perkembangan Kurikulum dalam Pendidikan Matematik (3 Jam Kredit)
POD7002 Curriculum Development in Mathematics Education (3 Credit Hours)

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 perancanagn 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.
- National Council of Teachers of Mathematics (2000). Principles and standards for school mathematics. 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\
- Nik Azis, N.P. (2008). Isu-isu kritikal dalam Pendidikan Matematik. Kuala Lumpur: Penerbit Universiti Malaya.
- Nik Azis, N. P. (2009). Nilai dan etika dalam pendidikan matematik. Kuala Lumpur: Penerbit Universiti Malaya

POD7003 Penyelidikan Lanjutan dalam Pendidikan Matematik (3 Jam Kredit)
POD7003 Advanced Research in Mathematics Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini ditawarkan khusus bagi pelajar yang akan menjalankan penyelidikan untuk tesis, disertasi atau kertas projek. Antara lain, tumpuan akan diberi kepada beberapa jenis penyelidikan dalam pendidikan matematik berdasarkan perspektif teori yang berbeza dan membincangkan cara untuk melaksanakan agenda penyelidikan. Perhatian yang khusus akan diberi terhadap pemahaman tentang prosedur untuk mengumpul, menganalisis, dan mentafsir data kualitatif dan kuantitatif, dan penghasilan disertasi berkualiti berdasarkan model lima bab.
This course is offered specifically for students who are conducting research for a thesis, dissertation or project paper. Among others, the focus will be on several types of research in mathematics education based on different theoretical framework and to discuss the method of conducting research. Special consideration will be given on the understanding of research procedures, namely collection, analysis and interpretation of qualitative and quantitative data and producing quality dissertation based on the five-chapter model.

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:

- Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. San Francisco, CA: Jossey-Bass

- Nik Azis, N. P. (2014). Pengembangan nilai dalam pendidikan matematik dan sains. Kuala Lumpur: Penerbit Universiti Malaya.

- Nik Azis, N. P. (2014). Penghasilan disertasi berkualiti dalam pendidikan matematik. Kuala Lumpur: Penerbit Universiti Malaya

- Yin, R. (2013). Case study research: Design and methods (5th ed.). Thousand Oaks, CA: Sage Publications

POD7004 Pentaksiran dalam Pendidikan Matematik (3 Jam Kredit)
POD7004 Advanced Research in Mathematics Education (3 Credit Hours)

Sinopsis/*Synopsis*

Perbincangan dalam kursus ini merangkumi latar belakang sejarah, teori dan kajian terkini tentang cara pelajar dinilai dalam pendidikan matematik. Selain itu, topik lain termasuklah fokus terhadap aspek teori dan praktik penilaian dalam kelas matematik, meneliti perhubungan antara penilaian dan kurikulum dalam konteks skop yang lebih luas, dan seterusnya analisis kritikal tentang tujuan, strategi, kaedah dan model penilaian berkesan dalam pendidikan matematik. Juga, perspektif konstruktif dan bersepadu tentang penilaian dalam pendidikan matematik serta penilaian alternatif yang menggambarkan perubahan terkini akan dibincangkan

In this course, the historical background theories and recent research into the ways in which students are assessed in mathematics education will be discussed. This includes a focus on theoretical and practical aspects of assessment in the mathematics classroom, examination of the relationships between assessment and curriculum in the wider sense, and a critical analysis of the purpose, strategies, methods and effective models of assessment in mathematics education. Also, constructive and integrated perspective on assessments that reflect recent changes in mathematics curriculum 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:

- Butler, S.M. & McMunn, N. D. (2014). A Teacher's Guide to Classroom Assessment: Understanding and Using Assessment to Improve Student Learning. CA: Jossey.Bass

- McMillan,J.H.(2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th Edition. New York: Pearson

- Brookhart, S.M. & Nitko, A.J. (2014). Educational Assessment of Students. NY: Pearson.

- Kaur, Berinderjeet & Khoon Yoong Wong (2011). Assessment in the Mathematics Classroom: Yearbook 2011, Association of Mathematics Educators. Singapore: World Science Publishing Co.Ltd

POD7005 Penyelesaian Masalah dalam Pendidikan Matematik (3 Jam Kredit)
POD7005 Problem Solving in Mathematics Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini akan melibatkan penyelesaian masalah matematik secara meluas. 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 penyusunan kurikulum bagi memuatkan penyelesaian masalah ke dalam program pendidikan matematik di peringkat sekolah rendah dan menengah akan dibincangkan. Kursus ini juga akan membincangkan isu, cabaran, dan perspektif baru berkaitan penyelidikan tentang pengajaran dan pembelajaran kebolehan penyelesaian masalah matematik.

The course offers the opportunity for students to be involved in problem solving. 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 organization of the curriculum for the integration of problem solving into Mathematics Education programme at primary and secondary school levels will be discussed. Issues, challenges and new perspectives on research in the teaching and learning of 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:

- ***Bilstein, R., Libeskind, S & Lott,J. W. (2015). A Problem Solving Approach to Mathematics for Elementary School Teachers (12th Edition). US: Pearson.***
- ***Pinar, W.F. (Ed.). (2003). International handbook of curriculum research. Mahwah, NJ: Lawrence Erlbaum Associates.***
- ***National Council of Teachers of Mathematics (2000). Principles and standards for school mathematics. Reston, VA: NCTM.***
- ***Posementier, A.S & Krulik, S. (2015). Problem-Solving Strategies in Mathematics: From Common Approaches to Exemplary Strategies. Singapore: World Scientific Publishing Co. Pte Ltd.***

POD7006 Pengajaran Matematik Masa Awal Kanak-kanak (3 Jam Kredit)
POD7006 Teaching of Mathematics in Early Childhood (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk membantu para pelajar memahami kaedah yang berkesan untuk mengajar matematik masa awal kanak-kanak. Antara topik yang akan dibincangkan termasuklah kandungan matematik dalam kurikulum pra sekolah, asas psikologi bagi pengajaran matematik masa awal kanak-kanak, pengajaran untuk pemahaman dan pembinaan, model bersepadu bagi pengajaran matematik masa awal kanak-kanak, pengajaran nombor dan konsep pengangkaan, perkembangan pemikiran geometri dan pengajaran pengukuran dalam matematik pra sekolah. Kursus ini juga akan membincangkan idea penyelidikan yang berkait dengan pengajaran matematik masa awal kanak-kanak.

The aim of this course is to assist students in understanding the suitable methods in teaching early mathematics to children. Topics of discussion include among others the mathematics content in the preschool curriculum,

psychological basis in teaching early mathematics, teaching for understanding and construction of knowledge, an integrated model of teaching early mathematics, the teaching of numbers and numerals, the development of geometric thinking and measurement in early mathematics. This course will also discuss research ideas related to teaching of early mathematics for children.

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:

- Parks, A.N. (2014). Exploring Mathematics Through Play in the Early Childhood Classroom. Columbia: Teachers College Press.

- Smith, S. S. (2012). Early childhood Mathematics:International Edition,5/E, Pearson High Education.

- Sarama, J. & Clements, D. H. (2009). Early mathematics education research: Learning trajectories for young children, New York:Routledge.

- The Early Math Collaborative-Erikson Insititute (2013). Big Ideas of Early Mathematics: What Teachers of Young Children Need to Know (Practical Resources in ECE). US: Pearson

POD7007 Teknologi dalam Pendidikan Matematik (3 Jam Kredit)
POD7007 Technology in Mathematics Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini akan mendedahkan pelajar dengan pengetahuan asas menggunakan teknologi dalam pengajaran dan pembelajaran matematik. Pelajar juga akan menganalisis isu penyelidikan mebgenai teknologi dalam pendidikan matematik. Aktiviti menggunakan perisian dan perkakas mudah alih dapat memperkaya pengalaman pembelajaran untuk pelajar.

The course is designed to provide students with the basic knowledge of using technology in teaching and learning of school mathematics. Students will also analyse research issues regarding technology in mathematics education. Hands-on activities using software and handheld device are provided to enrich student's learning experiences.

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:

- Wilder, S.J. & Pimm, D. (2003). *Teaching secondary mathematics with ICT*. Berkshire, England: Open University Press.

- Masalski, W. J. & Eliliott, P. C., (2005). *Technology-supported mathematics learning environment: sixty-seventh yearbook*. Reston, VA: NCTM.

- Oldknow, A. & Taylor, R. (2010). *Teaching mathematics using information and communications*

technology. London: Continuum.

- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2012). Elementary and Middle School Mathematics: Teaching Developmentally, 8th Edition. Pearson: London.

- Idris, N., Daniel, E.S. & Mohd. Saat, R. (2004). *Teknologi dalam pendidikan sains dan matematik*. Kuala Lumpur: Penerbit Universiti Malaya

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 Jam Kredit)
PQX7001 Technology in Mathematics Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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(8th edition). New York:McGraw Hill.
- Lind, D., Marchal, W., & Wathen, S. (2011). Basic Statistics for Business & Economics. New York: McGraw Hill.

POX7002 Disertasi (30 Jam Kredit)
POX7002 Dissertation (30 Credit Hours)

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: Seminar (1 & 2) dan Lembaga peperiksaan (BoE)
Assessment Method: *Seminar (1 & 2) and Board of Examination (BoE)*

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

Rujukan Utama:
Main References:
Terpulang kepada fokus kajian
Depend on focus of study

Program Programme	:	**Sarjana Pendidikan Matematik Dengan Teknologi** **Master of Mathematics with Technology**
Kod Program Programme Code	:	**PQD**
Mod Program Programme Mode	:	**Kursus** **Coursework**

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

1. Jenis Program

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

Programme Type
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 berasaskan 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 University of 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 University of 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

Tempoh Minimum : 2 Semester Biasa dan 1 Semester Khas
Tempoh Maksimum : 8 Semester

Duration of study

Minimum Duration : 2 Regular Semesters and 1 Special Semester
Maximum Duration : 8 Semesters

4. Matlamat Program

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.

Programme Aim

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. 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***
PO1	Menguasai pengetahuan yang relevan dan terkini tentang aplikasi teknologi sebagai pengupaya dalam Pendidikan Matematik. *Master knowledge about the application of Technology in mathematics education*

PO2	Mengaplikasikan pendekatan dan teori yang bermanfaat dan terkini tentang pembelajaran, pengajaran, dan penyelidikan matematik berlandaskan teknologi. *Apply the latest educational theories that is beneficial on mathematics teaching, learning and research based on Technology.*
PO3	Membentuk pandangan yang komprehensif dan realistik terhadap penggunaan teknologi dalam pembangunan dan pengukuhan bidang Pendidikan Matematik. *Practise social responsibility in the use of Information Technology in science education in the local and international arena.*
PO4	Mengembangkan adab, nilai, dan etika yang baik dalam pendidikan matematik dengan penggunaan teknologi sebagai pengupaya dalam Pendidikan Matematik. *Practise values, positive attitudes, and good ethics in mathematics education and the usage of technology as an enabler in mathematics education.*
PO5	Mengukuhkan rangkaian kerjasama yang kreatif dengan pelbagai pihak teknologi bagi menjayakan penggunaan teknologi dalam bidang Pendidikan Matematik. *Establish a comprehensive and realistic view of the use of technology in the development and strengthening of Mathematics Education*
PO6	Menganalisis dan mensintesiskan pelbagai model, pendekatan, polisi, dan fahaman yang bermanfaat tentang cara untuk menggunakan teknologi dengan berkesan dalam bidang Pendidikan Matematik. *Analyze and synthesize various useful models, approaches, policies, and insights on how to use technology effectively in the field of Mathematics Education*
PO7	Meningkatkan kemahiran berfikir aras tinggi dan komitmen terhadap pembelajaran sepanjang hayat yang boleh membantu penghayatan teknologi secara bersepadu dalam pengajaran dan pembelajaran matematik. Enhance higher level thinking skills and a commitment to lifelong learning that can help integrate technology into teaching and learning mathematics.

6. Struktur Program

Struktur Program Sarjana Pendidikan Matematik dengan Teknologi berasaskan pendekatan bersifat kontemporari untuk melahirkan guru/pengajar 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.

Program ini merangkumi Empat Puluh Dua (42) jam kredit yang merangkumi Dua Belas (12) jam kredit bagi kursus teras program, Lapan Belas (18) jam kredit bagi kursus elektif dan fakulti, Dua Belas (12) jam kredit bagi laporan penyelidikan yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure

The structure of the Master of Mathematics Education with Technology programme is based on a contemporary approach to produce relevant and credible science 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.

The program includes Forty-two (42) credit hours including Twelve (12) credit hours for core courses, Eighteen (18) credit hours for elective courses and Twelve (12) credit hours 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 *Research Methods in Education*	3 kredit
PQD 7004	Produksi Multimedia dalam Pengajaran *Production of Multimedia in Teaching*	3 kredit
PQD 7005	Penyelesaian Masalah Matematik Berasaskan Teknologi *Technological Based Problem Solving in Mathematics*	3 kredit
PQD 7001	Pengajaran Algebra dengan Teknologi *Teaching Algebra with Technology*	3 kredit

Kursus Elektif (Pilih Enam)
Elective Courses (Select Six)

PQX 7007	Analisis Regresi Gunaan *Applied Regression Analysis*	3 kredit
POD 7002	Perkembangan Kurikulum dalam Pendidikan Matematik *Curriculum Development in Mathematics Education*	3 kredit
PQX 7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit
PQD 7002	Pengajaran Geometri dengan Teknologi *Teaching Geometry with Technology*	3 kredit
PQD 7003	Pengajaran Kebarangkalian dan Statistik dengan Teknologi *Teaching Probability and Statistics with Technology*	3 kredit
PQX 7008	Kaedah Multivariat *Multivariate Methods*	3 kredit
PQD 7006	Pengajaran Kalkulus dengan Teknologi *Teaching Calculus with Technology*	3 kredit
WOB 7007	Penerbitan Web Web Publishing	3 kredit
WOB 7014	Pengurusan Pengetahuan untuk Professional Maklumat *Knowledge management for information professionals*	3 kredit

Projek Penyelidikan

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit

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 *Research Methods in Education* **PQD 7004** Produksi Multimedia dalam Pengajaran *Production of Multimedia in Teaching*	3 3	**PQD 7005** Penyelesaian Masalah Matematik Berasaskan Teknologi *Technological Based Problem Solving in Mathematics* **PQD 7001** Pengajaran Algebra dengan Teknologi *Teaching Algebra with Technology*	3 3			12
Kursus Elektif (Pilih Enam)	**PQX 7007** Analisis Regresi Gunaan *Applied Regression Analysis* **POD 7002** Perkembangan Kurikulum dalam Pendidikan Matematik *Curriculum Development in Mathematics Education* **PQX 7001** Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education* **PQD 7002** Pengajaran Geometri dengan Teknologi *Teaching Geometry with Technology* **WOB 7007** Penerbitan Web *Web Publishing*	3 3 3 3 3	**PQD 7003** Pengajaran Kebarangkalian dan Statistik dengan Teknologi *Teaching Probability and Statistics with Technology* **PQX 7008** Kaedah Multivariat *Multivariate Methods* **PQD 7006** Pengajaran Kalkulus dengan Teknologi *Teaching Calculus with Technology* **WOB 7014** Pengurusan Pengetahuan untuk Professional Maklumat *Knowledge management for information professionals*	3 3 3 3			18
Projek Penyelidikan			PQX 7002 Projek Penyelidikan (P) *PQX 7002 Research Project (P)*	6	PQX 7002 Projek Penyelidikan (P) *PQX 7002 Research Project (P)*	6	12
Jumlah Kredit		15		21		6	42

JUMLAH KREDIT KESELURUHAN: 42 Jam Kredit

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

1. **Pendaftaran Kursus / *Course registration***

(1) Pendaftaran kursus mesti disempurnakan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.
Course registration must be completed within two (2) weeks from the date semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam 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. Penyerahan / *Submission*

(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 Jam Kredit)
PQD7001 Teaching Algebra with Technology (3 Credit Hours)

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 tugasan 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, 9th Edition. Pearson: New York.*
- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2012). *Elementary and Middle School Mathematics: Teaching Developmentally ,8th 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 Jam Kredit)
PQD7002 Teaching Geometry with Technology (3 Credit Hours)

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 tugasan 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 71st 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 Jam Kredit)
PQD7003 Teaching Probability and Statistics with Technology (3 Credit Hours)

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 tugasan 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. & Eliott, P.C. (2006). *Thinking and reasoning with data and chance: 68th NCTM yearbook*. Reston, VA: NCTM.

PQD7004 Produksi Multimedia dalam Pengajaran (3 Jam Kredit)
PQD7004 Production of Multimedia in Teaching (3 Credit Hours)

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 (9th Edition). McGraw Hill.
- Karen S. Ivers and Ann E. Barron (2010). Multimedia Projects in Education: Designing, Producing, and Assessing (4th 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 Jam Kredit)
PQD7005 Technology based Mathematical Problem (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini akan memberi peluang kepada pelajar terlibat dalam pengintegrasian teknologi digital 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 tugasan 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 Jam Kredit)
PQD7006 Teaching Calculus with Technology (3 Credit Hours)

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 tugasan 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, 9th 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 Jam Kredit)
PQX7001 Statistics for Research in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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(8th 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 Jam Kredit)
PQX7007 Applied Regression Analysis (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direka bentuk untuk membantu pelajar dalam melaksanakan teknik analisis regresi untuk penyelidikan dalam pendidikan. Melalui tugasan 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.

PQX7008 Kaedah Multivariat (3 Jam Kredit)
PQX7008 Multivariate Methods (3 Credit Hours)

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. Seterusnys, 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.

POD7002 Perkembangan Kurikulum dalam Pendidikan Matematik (3 Jam Kredit)
POD7002 Curriculum Development in Mathematics Education (3 Credit Hours)

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 perancanagn 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

WOB7007 Penerbitan Web (3 Jam Kredit)
WOB7007 Web Publishing (3 Credit Hours)

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. *6th Edition.* Sams Publishing
- Moncur, M. and Balllard, P. (2012). *Sams Teach Yourself JavaScript in 24 Hours*. 5th Edition. Sams Publishing
- Meloni, Julie. (2012). *Sams Teach Yourself PHP, MySQL and Apache: All in One. 5rd Edition*. Sams Publishing
- Robbins, J.N. (2012). Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics. . *6th Edition.* Sams Publishing

WOB7014 Pengurusan Pengetahuan Untuk Profesional Maklumat (3 Jam Kredit)
WOB7014 Knowledge Management for Information Professionals (3 Credit Hours)

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. 2nd ed. Burlington: Elsevier Butterworth-Heinemann

PQX7002 Projek Penyelidikan (12 Jam Kredit)
PQX7002 Research Project (12 Credit Hours)

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*. 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

Program *Programme*	: :	**Sarjana Pendidikan (Pendidikan Sains)** ***Master of Education (Science Education)***
Kod Program *Programme Code*	: :	**POC**
Mod Program *Programme Mode*	: :	**Kursus dan Penyelidikan** ***Coursework and Research***

KAEDAH-KAEDAH UNIVERSITI MALAYA (IJAZAH SARJANA) 2019
UNIVERSITY OF MALAYA (MASTER'S DEGPREE) RULES 2019

1. Jenis Program

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

Programme Type
Programme by coursework and research is a program which combines lectures and research towards the production of a dissertation.

2. Syarat Kemasukan
Entry Requirement

Kelayakan masuk untuk mengikuti program Sarjana Pendidikan (Pendidikan Sains) adalah seperti berikut:
Entry requirements for the programme Master of Education (Science Education) is as follows:

i. Ijazah Sarjana Muda Sains dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00 atau yang setaraf dengannya dalam pengkhususan Sains; **ATAU**
Bachelor of Science in Education Degree with CGPA of at least 3.0 and or its equivalent in science specialization; ***OR***

ii. Ijazah Sarjana Muda berasaskan Sains dengan PNGK sekurang- kurangnya 3.00 atau yang setaraf dengannya; **DAN**
Bachelor of Science Degree with CGPA of at least 3.0 or its equivalent; AND

a. Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
Post-graduate diploma in education with 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**
Teaching experience of at least one relevant year from an educational institution recognized by the Senate; ***OR***
d. Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
Eligibility criteria from a recognized professional body; ***OR***
e. Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya.
Has other qualifications recognized equivalent to it by the Government of Malaysia and approved by the Senate of the University of Malaya

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University

of Malaya Senate
dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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

Tempoh Minimum	: 3 Semester
Tempoh Maksimum	: 8 Semester

Duration of study
Minimum Duration *:3 semester*
Maximum Duration *:8 semester*

4. Matlamat Program

Untuk menghasilkan graduan yang dinamik dan reflektif yang boleh mengaplikasi pengetahuan praktikal, teori pendidikan, penyelidikan terkini dan pengetahuan Sains untuk menyelesaikan masalah dalam menghadapi cabaran dan keperluan diperingkat nasional dan global dalam pendidikan sains.

Programme Goals
To produce graduates that is dynamic and reflektive who can apply practical knowledge, educational theories, current research and science knowledge to solve problems in other to face challenges and needs at national and global levels in science education.

5. Hasil Pembelajaran Program
Program Learning Outcomes

Di akhir program, pelajar dapat;
At the end of the programme, students will be able to;

6.

Domain MQF	Hasil Pembelajaran
PO1	Menguasai pengetahuan tentang teori, pedagogi dan perkembangan terkini dalam pendidikan sains. Master knowledge about theory, pedagogy and recent development in science education.
PO2	Mengaplikasi pelbagai teori pendidikan dan kemahiran saintifik dalam pengajaran dan pembelajaran sains serta menjalankan penyelidikan yang relevan dengan cekap dan berkesan Apply various educational theories and scientific skills in teaching and learning sains and carry out relevant research efficiently and effectively.
PO3	Mengamalkan tanggungjawab sosial terhadap isu kontemporari yang berkaitan dengan bidang dalam pendidikan sains dalam arena tempatan dan antarabangsa. Practice social responsibility towards contemporary issues on areas in science education in the local and international arena
PO4	Mengamalkan nilai murni, sikap positif, dan etika profesionalisme dalam bidang perguruan dan kehidupan seharian. Practice noble values, positive attitude, and professional ethics in the teaching field and daily life.
PO5	Mengaplikasikan pengetahuan sains dan kemahiran saintifik untuk memperkukuhkan komunikasi, meningkatkan kepimpinan dan mengembangkan keupayaan untuk bekerja berpasukan. Apply science knowledge and scientific skills to strengthen communication, improve leadership and expand the ability to work in a team.
PO6	Menganalisis teori, polisi dan isu kontemporari secara kritis dan menghasilkan idea inovatif dan kreatif berkaitan pengajaran dan pembelajaran yang menyumbang kepada bidang Pendidikan Sains. Analyse theory, policy and contemporary issue critically and to produce innovative and creative ideas in teaching and learning which contribute to the Science Education field.
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan Pendidikan Sains secara berkesan. Involve in life long learning and manage relevant information in Science Education effectively.

Struktur Program
Struktur Program Sarjana Pendidikan (Pendidikan Sains) berasaskan pendekatan bersifat kontemporari untuk melahirkan graduan pendidikan sains yang relevan dan berwibawa. 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.

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Sembilan (9) jam kredit bagi kursus teras, Enam (6) jam kredit bagi kursus elektif dan Tiga Puluh (30) jam kredit bagi disertasi yang melibatkan aktiviti Kuliah, perbincangan, *e-learning*, forum, projek, pembelajaran teradun (*blended learning*).

Programme Structure

The structure of the Master of Education (Science Education) Programme is based o a contemporary approach to produce relevant and credible science education graduates. Curriculum content is designed based on the development of education from the perspective of service and teaching in line with the National Philosophy of Education, National Vision and National Transformational Plan 2013-2025.

The programme includes Forty five (45) credit hours inclusive of nine (9) credit hours for core courses, six (6) credit hours for elective courses and thirty (30) credit hours for dissertation which involve lectures,discussions, e-learning, forum, project, blended learning.

Kursus Teras Fakulti (Pilihan Wajib)

Core Courses (Compulsory)

POC 7001	Kaedah Penyelidikan dalam Pendidikan Sains *Research Methods in Science Education*	3 kredit
POC 7002	Kajian Kurikulum dalam Pendidikan Sains *Curriculum Studies in Science Education*	3 kredit
POC 7003	Isu Kontemporari dalam Pendidikan Sains *Contemporary Issues in Science Education*	3 kredit

Kursus Elektif (Pilih Dua)

Elective Course (Select Two)

PQX 7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit
POC 7005	Pentaksiran dalam Pendidikan Sains *Assessment in Science Education*	3 kredit
POC 7004	Pembelajaran dan Kognisi dalam Pendidikan Sains *Learning and Cognition in Science Education*	3 kredit
PQC 7004	Pendidikan Alam Sekitar dan Kelestarian *Environmental Education and Sustainability*	3 kredit

Disertasi

Dissertation

POX 7002	Disertasi *Dissertation*	30 kredit

SARJANA PENDIDIKAN (PENDIDIKAN SAINS)
SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
MASTER OF EDUCATION (SCIENCE EDUCATION)
LIST OF COURSES ACCORDING TO SEMESTER (LECTURE SCHEDULE)

KOMPONEN	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT KESELURUHAN
	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	MATA PELAJARAN	KREDIT	
Kursus Teras	POC 7001 Kaedah Penyelidikan dalam Pendidikan Sains POC 7001 Research Methods in Science Eduation POC 7002 Kajian Kurikulum dalam Pendidikan sains POC7002 Curriculum Studies in Science Education POC 7003 Isu Kontemporari dalam Pendidikan Sains POC7003 Contemporary Issues in Science Education	3 3 3					**9**
Kursus Elektif (Pilih 2)	POC 7004 Pembelajaran dan Kognisi dalam Pendidikan Sains POC7004 Learning and Cognition in Science Education PQX 7001 Statistik untuk Penyelidikan dalam Pendidikan PQX7001 Statistic for research in Education	3 3	POC 7005 Pentaksiran dalam Pendidikan Sains POC7005 Assessment in Science Education PQC 7004 Pendidikan Alam Sekitar dan Kelestarian PQC7004 Environmental Education and Sustainability	3 3			**6**
			POX 7002 Disertasi (P) POX 7002 Dissertation (P)	15	POX 7002 Disertasi (P) POX 7002 Dissertation (P)	15	**30**
Jumlah Kredit		**12**		**18**		**15**	**45**

JUMLAH KREDIT KESELURUHAN: 45 jam kredit
OVERALL TOTAL CREDIT : 45 credit hours

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POC7001 Kaedah Penyelidikan dalam Pendidikan Sains (3 Jam Kredit)
POC7001 Research Methods in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memberi pendedahan kepeda pelajar tentang ciri, skop dan pelbagai aspek penyelidikan dalam pendidikan sains serta menganalisis kelebihan dan kelemahan bagi setiap satu. Bidang penyelidikan yang terkini dalam pendidikan sains juga akan diulas. Kajian kuantitatif dan kualitatif tertentu akan dipilih untuk analisis secara kritis agar membolehkan pelajar memperoleh kefahaman yang lebih mendalam tentang reka bentuk dan metodologi penyelidikan. Pelajar juga berpeluang untuk merekabentuk suatu projek mini dan menjalankan projek tersebut di lapangan sebenar.

The course is intended to expose students to the nature, scope and various aspects of research in science education, as well as the strengths and weaknesses of each of them. Areas of recent research in science education will be reviewed, and selected quantitative and qualitative studies, will be critically analysed to enable the students to have a deeper understanding of research designs and methodologies. Students will also have the opportunity to design a mini research project and conduct the project in the actual setting.

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:

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Beverly Hills, CA: Sage
- Bhattacherjee, A. (2012). Social Science Research: Principles, Methods, and Practices (2nd Edn) available online: http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks
- Cowan. L., Manion, L. & Morrison, K. (2011). Research methods in education. London: Routledge.

POC7002 Kajian Kurikulum dalam Pendidikan Sains (3 Jam Kredit)
POC7002 Curriculum Studies in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Tujuan kursus ini merangkumi pemeriksaan secara kritis semua aspek dalam perkembangan kurikulum sains di Malaysia dan aspek berkaitan visi pendidikan. Rekabentuk, pelaksanaan dan penilaian kurikulum sains akan di bandingkan dengan pelbagai negara. Perbincangan lanjut tentang kemahiran abada ke -21 dan pemetaan kemahiran yang di perlukan dalam dunia yang kompleks dan berhubung. Fokus akan di berikan kepada rekabentuk instruksi dan kepetingannya.

The course will include a critical examination in the development of the Malaysian science curriculum and aspects pertaining to the educational vision. The design, implementation and assessment of science curricula will be cross compared with various nations. There would be further discussion of the 21st century skills and the mapping of the skills needed in a complex and connected world. There would be a focus on various instructional designs and its significance.

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:

- Wiles, J.W. & Bondi, J. C. (2015). Curriculum Development: A Guide to Practice. Pearson-NY
- Banks, J. A. (2015). Cultural Diversity and Education: Foundations, Curriculum, and Teaching. Pearson: NY.
- Bellanca, J. & Brandt, R. (2010). 21st Century Skills: Rethinking How
- Students Learn. Solution Tree.
- Heywood, J. (2005). Engineering Education: Research and Development in Curriculum and Instruction. Wiley-IEEE Press.
- Daniel, E.G.S. (2000). Science and Science Education through the ages: A short Review of Philosophy and Learning Theories

POC7003 Isu Kontemporari dalam Pendidikan Sains (3 Jam Kredit)
POC7003 Contemporary Issues in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini akan meneliti polisi kini yang mempengaruhi pendidikan sains dalam pelbagai situasi. Pelbagai strategi yang sesuai akan digunakan untuk menentu dan membangun amalan terbaik yang mampu menangani cabaran yang wujud daripada isu kontemporari berkaitan dengan pendidikan sains. Kursus ini juga akan meneliti perubahan dalam kurikulum sains peringkat nasional dan antarabangsa dan mengaitkan dengan teori yang mendasari amalan dalam pendidikan sains masakini. Pelajar juga berpeluang untuk membentuk pemahaman terhadap isu kontemporari ini dan kesannya keatas persekitaran pembelajaran sains dan mengutarakan persekitaran pembelajaran yang berkesan dalam pelbagai konteks.

This course examines current policies that affect science education across various settings. Various strategies are used to identify and develop best practices that respond to challenges arising from contemporary issues related to science education. This course also reviews changes in national and international science curriculum and examines the theoretical underpinnings of current science education practices. Students will have the opportunity to develop an understanding of the contemporary issues and their effects on science learning environments and propose effective learning environments in various contexts..
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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:

- Pinar, W. (2013). *International handbook of curriculum research* (2nd. Edn). NY: Routledge

- Fraser, B.J., Tobin, K, & McRobbie, C.J. (Eds.). (2012). *Second international handbook of science education*. Verlag: Springer

- Zeidler, D. & Tobin, K. (2009). *Contemporary trends and issues in science education*. Verlag: Springer

POC7004 Pembelajaran dan Kognisi dalam Pendidikan Sains (3 Jam Kredit)
POC7004 Learning and Cognition in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Dapatan penyelidikan dari masa awal sehingga masa terkini tentang teori-teori konstruktivisme kognitif dan social, teori pemprosesan maklumat, teori berasaskan otak dan neurokognisi berkaitan dengan bagaimana manusia belajar menjadi fokus kursus ini. Kursus ini akan memberi latar belakang yang mendalam tentang prinsip-prinsip spesifik teori-teori berkaitan perkembangan minda dan implikasinya untuk mempertingkatan pendidikan sains. Dapatan terkini tentang proses mental kognitif seperti pemindahan, visualisasi, perwakilan dan model mental, analogi, metakognisi, penyelesaian masalah, perubahan konseptual dan penaakulan akan dibincangkan dalam aspek bagaimana semua ini membawa impak kepada pengajaran dan pembelajaran sains. Contoh-contoh berkaitan bagaimana teori dan penyelidikan boleh digunakan dalam amalan dan sebaliknya akan dibincangkan. Pelajar juga akan memperoleh pengalaman melalui kajian kognisi empirical dalam persekitaran bilik darjah.

This course focuses on the early beginnings to the latest findings in relation to influential theories of cognitive and social constructivism, information processing theories, brain based theories and neurocognition in relation to how people learn. This course will serve as an enriching theoretical background and will provide important insights on theoretical underpinnings and specific principles of these learning theories into the workings of the developing mind and their implications for improving science instruction. Recent findings on the mental cognitive processes of transfer, visualisations, mental representations and models, analogy, metacognition, problem solving, conceptual change and reasoning, will be discussed as to how they impact science teaching and learning. Examples that elucidate both how theory and research inform practice and how practice informs research will be discussed. The culminating experience for the students will include an empirical study of cognition in a classroom setting.

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:

- Khine, M.S. & Saleh, I. M. (Eds). (2014). *New Science of Learning*. Springer: London
- Taber, K. S. (2014). *Student thinking and learning in science*. Routledge: New York
- Hattie, J. & Yates, G. C. R. (2013): *Visible learning and the science of how we learn*. Routledge: London
- Reisberg, D. (2005). *Cognition-Exploring the science of the mind, 3rd Edition.* W.W. Norton: New York
- Driscoll, M.P. (2005). Psychology of Learning for Instruction, (3rd Edition) Allyn & Bacon: NY

POC7005 Pentaksiran dalam Pendidikan Sains (3 Jam Kredit)
POC7005 Assessment in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini membincangkan teori dan prinsip pentaksiran dalam sains dan menganalisis secara kritis tentang pentaksiran dari segi objektif, kaedah, strategi dan konstruk dalam kurikulum sains. Kursus ini juga memberi pendedahan dan membincangkan secara kritikal berkaitan jenis-jenis pentaksiran dalam sains dan isu-isu yang berkaitan pentaksiran dalam pendidikan sains.

This course discusses the theory and principles of assessment in Science and analyses critically the

objectives, method, strategies and construct of assessment in the science curriculum. This course expose and discuss critically types of assessments in science and issues related to assessment in science education..

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:

- Tian, H, & Sun, Z. (2018). Academic Achievement Assessment: Principle and Methodology. Springer
- Keeley, P.D. (2015). Science Formative Assessment, Volume 1: 75 Practical Strategies for Linking Assessment, Instruction, and Learning, 2nd Ed. Corwin Publisher.
- Kubiszyn, T. (2009) *Educational Testing and Measurement : Classroom Application and Practice*(8th ed) New York : Willey & Sons

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 Jam Kredit)
PQX7001 Statistics for Research in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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.

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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(8th edition). New York: McGraw Hill.
- Lind, D., Marchal, W., & Wathen, S. (2011). Basic Statistics for Business &Economics. New York: McGraw Hill.

PQC7004 Pendidikan Alam Sekitar dan Kelestarian (3 Jam Kredit)
PQC7004 Environmental Education and Sustainability (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memperkenalkan konsep-konsep utama dalam pendidikan, alam sekitar dan kemampanan (EES) sebagai laluan cara untuk memahami isu-isu dan cabaran alam sekitar dan mengkaji hubungan di antaranya Tumpuan juga akan diberikan kepada strategi dan kaedah pengajaran dalam pendidikan alam sekitar seperti pemikiran dan pembelajaran antara disiplin pemikiran, pengajaran 'Problem-based' Pelajar juga akan diperlukan untuk menjalankan suatu mini penyelidikan tentang kelestarian alam sekitar.

This course introduces key concepts on education, environment and sustainability (EES) as a path way to understand environmental issues and challenges and examines the relationship between each. This course also emphasizes a wide array of instructional strategies and teaching methods such as inter-disciplinary thinking and learning, problem-based learning and etc. Students would also be required to conduct a simple research on environment sustainability.

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:

- Cunningham, W & Cunningham, A. (2014). *Environment Science*. McGraw-Hill Education.
- Sterling, S & Huckle, J. (2014). *Education for Sustainability*. Routledge
- Clarke, P. (2012). *Education for Sustainability: Becoming Naturally Smart.* Routledge

POX 7002 Disertasi (30 jam kredit)
POX 7002 Dissertation (30 credit hours)

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 Melayu, Bahasa Arab dan Bahasa Inggeris

Medium of Instruction **:** *Malay, Arabic and English*

Rujukan Terpilih / *Selected References*

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education*. 9*th* *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

rogram *Programme*	:	**Sarjana Pendidikan Sains dengan Teknologi Maklumat** ***Master of Science Education with Information Technology***
Kod Program *Programme Code*	:	**PQC**
Mod Program *Programme Mode*	:	**Kursus** ***Coursework***

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

1. Jenis Program

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

Programme Type

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 Sains dengan Teknologi Maklumat adalah seperti berikut:
Admission requirements for the Master of Science Education with Information Technology programme is as follows:

i Ijazah Sarjana Muda Sains dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00 atau yang setaraf dengannya dalam pengkhususan Sains; **ATAU**
Bachelor of Science in Education Degree with a CGPA of at least 3.0 or its equivalent in science specialisations; ***OR***

ii. Ijazah Sarjana Muda berasaskan Sains dengan PNGK sekurang- kurangnya 3.00 atau yang setaraf dengannya; **DAN**
Bachelor of Science 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 University of 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 University of 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

Tempoh Minimum : 2 Semester Biasa dan 1 Semester Khas
Tempoh Maksimum : 8 Semester

Duration of study

Minimum Duration : 2 Regular Semesters and 1 Special Semester
Maximum Duration : 8 Semesters

4. Matlamat Program

Untuk menghasilkan graduan dalam bidang pendidikan sains dengan teknologi maklumat dan komunikasi yang profesional, beretika, berpemikiran global dan berinovasi bagi menghadapi perkembangan pesat sains dan teknologi masa kini.

Programme Aim
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. 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***
PO1	Menguasai pengetahuan tentang aplikasi Teknologi Maklumat dalam pendidikan sains dan perkembangan terkini dalam pengajaran dan pembelajaran sains berbantukan Teknologi Maklumat *Master knowledge about the application of Information Technology in science education and the latest developments in the teaching and learning of science with the help of information technology.*
PO2	Mengaplikasi pelbagai teori pendidikan dalam pengajaran dan pembelajaran sains berlandaskan Teknologi Maklumat serta menjalankan penyelidikan yang relevan dengan cekap dan berkesan. *Apply various educational theories in teaching and learning science based on Information Technology and conduct relevant and efficient research.*

Domain MQF	Hasil Pembelajaran *Learning Outcomes*
PO3	Mangamalkan tanggungjawab sosial dalam penggunaan Teknologi Maklumat dalam pendidikan sains dalam arena tempatan dan antarabangsa. *Practise social responsibility in the use of Information Technology in science education in the local and international arena.*
PO4	Mengamalkan nilai murni, sikap positif, dan etika profesionalisme dalam bidang perguruan dan kehidupan seharian. *Practise values, positive attitudes, and ethics in professionalism for teaching and everyday life.*
PO5	Menggunakan pengetahuan sains dan teknologi untuk memperkukuhkan komunikasi, meningkatkan kepimpinan dan mengembangkan keupayaan untuk bekerja berpasukan. *Use science and technology knowledge to strengthen communication improve leadership and develop the ability to work in teams.*
PO6	Menggunakan kemahiran berfikir dalam menyelesaikan masalah bagi meningkatkan kualiti Pendidikan Sains dengan Teknologi Maklumat. *Use thinking skills in problem solving to improve the quality of science education with Information Technology.*
PO7	Meningkatkan komitmen terhadap pembelajaran sepanjang hayat dan menguruskan maklumat dalam pendidikan sains. *Increase commitment to lifelong learning and to effectively manage information in science education.*

6. Struktur Program

Struktur Program Sarjana Pendidikan Sains dengan Teknologi Maklumat berasaskan pendekatan bersifat kontemporari untuk melahirkan graduan pendidikan sains yang relevan dan berwibawa. 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.

Program ini merangkumi Empat Puluh Dua (42) jam kredit yang merangkumi Dua Belas (12) jam kredit bagi kursus teras, Lapan Belas (18) jam kredit bagi kursus elektif dan Dua Belas (12) jam kredit bagi laporan penyelidikan yang melibatkan aktiviti Kuliah, perbincangan, e-learning, forum, projek, pembelajaran teradun (*blended learning*).

Programme Structure

The structure of the Master of Science Education with Information Technology programme is based on a contemporary approach to produce relevant and credible science 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.

The program includes Forty-two (42) credit hours including Twelve (12) credit hours for core courses, Eighteen (18) credit hours for elective courses and Twelve (12) credit hours for research reports involving Lecture, discussions, e-learning, forums, projects, blended learning.

Kursus Teras (Wajib)
Core Courses (Compulsory)

POC 7001	Penyelidikan dalam Pendidikan Sains *Research Methods in Science Education*	3 kredit
PQC 7001	Teknologi maklumat dan Komunikasi dalam Pendidikan Sains *Information Communication and Technology in Science Education*	3 kredit
PQD 7004	Produksi Multimedia dalam Pengajaran *Production of Multimedia in Teaching*	3 kredit
PQC 7002	Pembelajaran Sains dalam Era Teknologi terkini *Learning science in the age of new and emerging technologies*	3 kredit

Kursus Elektif (Pilih Enam)
Elective Courses (Select Six)

POC 7002	Kajian Kurikulum dalam Pendidikan Sains *Curriculum Studies in Science Education*	3 kredit
POC 7004	Pembelajaran dan Kognisi dalam Pendidikan Sains *Learning and Cognition in Science Education*	3 kredit
PQC 7004	Pendidikan Alam Sekitar dan Kelestarian *Environmental Education and Sustainability*	3 kredit
PQC 7003	Integrasi Teknologi Dalam Pentaksiran Pendidikan Sains *Integration of Technology in the Assessment of Science Education*	3 kredit
PQX 7001	Statistik Untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit
WOB 7014	Pengurusan pengetahuan untuk Professional Maklumat *Knowledge management for information professionals*	3 kredit
WOB 7007	Penerbitan Web *Web Publishing*	3 kredit

Projek Penyelidikan
Research Project

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit

SARJANA PENDIDIKAN SAINS DENGAN TEKNOLOGI MAKLUMAT
SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
MASTER OF SCIENCE EDUCATION WITH INFORMATION 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 *Core Course*	POC 7001 Penyelidikan dalam Pendidikan Sains *POC 7001 Research Methods in Science Education* PQC 7001 Teknologi maklumat dan Komunikasi dalam Pendidikan Sains *PQC 7001 Information Communication and Technology in Science Education*	3 3	PQD 7004 Produksi Multimedia dalam Pengajaran *PQD 7004 Production of Multimedia in Teaching* PQC 7002 Pembelajaran Sains dalam Era Teknologi terkini *PQC 7002 Learning science in the age of new and emerging technologies*	3 3			12
Kursus Elektif *Elective Courses* (Pilih Enam) (Select Six)	POC 7002 Kajian Kurikulum dalam Pendidikan sains *POC 7002 Curriculum Studies in Science Education* POC 7004 Pembelajaran dan Kognisi dalam Pendidikan Sains *POC 7004 Learning and Cognition in Science Education* PQC 7004 Pendidikan Alam Sekitar dan Kelestarian *PQC 7004 Environmental Education and Sustainability* WOB 7007 Penerbitan Web *WOB 7007 Web Publishing*	3 3 3 3	PQC 7003 Integrasi Teknologi Dalam Pentaksiran Pendidikan Sains *PQC 7003 Integration of Technology in the Assessment of Science Education* WOB 7014 Pengurusan pengetahuan untuk Professional Maklumat *WOB 7014 Knowledge management for information professionals* PQX 7001 Statistik Untuk Penyelidikan dalam Pendidikan *PQX 7001 Statistics for Research in Education*	3 3 3			18
Projek Penyelidikan *Research Project*			PQX 7002 Projek Penyelidikan (P) *PQX 7002 Research Project (P)*	6	PQX 7002 Projek Penyelidikan (P) *PQX7002 Research Project (P)*	6	12
Jumlah Kredit *Total Credit*		15		21		6	42

JUMLAH KREDIT KESELURUHAN: 42 Jam Kredit
OVERALL TOTAL CREDIT: 42 Credit Hours

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

1. **Pendaftaran Kursus / *Course registration***

(1) Pendaftaran kursus mesti disempurnakan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.
Course registration must be completed within two (2) weeks from the date semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam 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. **Penyerahan / *Submission***

(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.
Candidates 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*

PQC 7001 Teknologi Maklumat dan Komunikasi dalam Pendidikan Sains (3 Jam Kredit)
PQC 7001 Information Communication and Technology in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Fokus kursus ini adalah untuk membekalkan pelajar kepada perspektif pedagogi, teori, pengalaman, dan kritikal dalam penggunaan teknologi maklumat dan komunikasi (TMK) dalam pelbagai konteks pendidikan, khususnya dalam pengajaran dan pembelajaran sains. Ini membolehkan pelajar untuk mendalami pengetahuan dan pmehaman mereka tentang kearngka pedagogi, teknologi dan pengetahuan kandungan (TPACK). Kursus ini juga bertujuan membolehkan pelajar membuat penilaian dan mengadaptasi teknologi baru dan teknologi yang baru muncul dalam merekabentuk pengajaran sains yang berkesan.

The focus of this course is to equip students with the pedagogical, theoretical, experiential, and critical perspectives on information communications technology as it is applied in a variety of educational contexts, particularly in the teaching and learning of science. This will promote students to deepen their understanding of technological, pedagogical, content knowledge (TPACK) framework. This course also aims to enable students to evaluate and adapt new and emerging technologies in designing lessons for effective science instruction.

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:

- Jonassen, D.H., Howland, J., Moore, J & Marra, R.M. (2003). *Learning to solve problems with technology: A constructivist perspective* (2nd. Ed.) NJ: Merill/Prentice Hall.
- Roblyer, M.D., Edwards, J. & Havriluk, M.A. (2003). *Integrating educational technology into teaching*. NJ: Merrill
- Sherman, S.J. & Sherman, R.S. (2004). *Science and science teaching: Methods of integrating technology in elementary and middle schools* (2nd.) Boston, MA: Houghton Mifflin
- Spector J.M., Merrill, M.D., Ellen, J. & Bishop, M.J. (eds). (2014) *Handbook of research on Educational Communications and Technology* (4th. Edn). Verlag: Springer.

PQC 7002 Pembelajaran Sains dalam Era Teknologi Terkini (3 Jam Kredit)
PQC 7002 Learning Science in the Age of New and Emerging Technologies (3 Credit Hours)

Sinopsis/*Synopsis*
Kursus ini bertujuan untuk memberi pendedahan kepeda teknologi baru dan memuncul termasuk alat yang menjangkau sistem pengurusan yang mampu mewujudkan persekitaran pembelajaran bagi kegunaan sendiri mahupun perangkaian. Alat-alat ini termasuk cara berkomunikasi dan perangkaian; berinteraksi dalam persekitaran imersif, melibatkan diri dalam simulasi dan permainan; berkongsi bahan sumber; memantapkan bahan kandungan yang dalam bentuk imej, audio dan video; dan alat berkolabrasi. Pelajar akan terlibat secara langsung dalam merekabentuk aktiviti pembelajrarn sains yang sebenar dengan mengintegrasi teknologi yang memuncul, disamping memastikani aktiviti tersebut berasaskan kepada pedagogi, amalan dan kaedah penyelidikan yang betul.
The course is intended to expose students to new and emerging technologies that include tools beyond a single learning management system into creating personal and networked learning environments. These tools include, but are not limited to, means of networking and communication; interacting in immersive environments; engaging in simulations and games; sharing resources; consolidating images, audio and video content; and collaborating tools. Students will engage in designing authentic science learning activities that incorporate

emerging technologies, while basing their activities on sound pedagogy, practice and research methods

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:

- Spector J.M., Merrill, M.D., Ellen, J. & Bishop, M.J. (eds). (2014) *Handbook of research on Educational Communications and Technology* (4th. Edn). Verlag: Springer
- Pacansky-Brock, M (2012). *Best practices in teaching with emerging technologies (Best practices in online teaching and learning).* NY:Routledge
- Journal Articles from Computers and Education, Journal of Science Education and Technology

PQC 7003 Integrasi Teknologi dalam Pentaksiran Pendidikan Sains (3 Jam Kredit)
PQC 7003 Integration of Technology in the Assessment of Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini membincangkan teori-teori dan prinsip-prinsip penilaian dalam bidang sains dan menganalisis secara kritikal penilaian dari segi objektif, kaedah, strategi dan membina dalam kurikulum sains. Kursus ini juga melibatkan pelajar untuk berbincang mengenai reformasi penilaian (sumatif untuk formatif) dan isu-isu berkaitan kesahihan, kebolehpercayaan, etika dan kesaksamaan dalam era TMK. Pelajar akan didedahkan kepada alat IT mudah untuk merekabentuk tugasan untuk mentaksir kemahiran yang kompleks.

This course discusses the theories and principles of assessment in science and analyzes critically the assessments in terms of objectives, methods, strategies and constructs in the science curriculum. The course also engages students to discuss about assessment reforms (summative to formative) and issues regarding validity, reliability, ethics and equality in the era of ICT. Students will be exposed to simple IT tools to design tasks for assessing complex skills.

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:

- Mayrath, M.C., Clarke-Midura, J. & Robinson, D.H. (2012). *Technology-based assessment for 21st century skills: Theoretical Implications from Modern Research*: Information Age Publishing.
- Kubiszyn, T. (2009) *Educational Testing and Measurement : Classroom Application and Practice*(8th ed) New York : Willey & Sons.
- Salend, S.J. (2009). *Classroom Testing and Assessment for ALL Students: Beyond Standardization*. Cowin.

PQC 7004 Pendidikan Alam Sekitar dan Kelestarian (3 Jam Kredit)
PQC 7004 Environmental Education and Sustainability (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memperkenalkan konsep-konsep utama dalam pendidikan, alam sekitar dan kemampanan (EES) sebagai laluan cara untuk memahami isu-isu dan cabaran alam sekitar dan mengkaji hubungan di antaranya Tumpuan juga akan diberikan kepada strategi dan kaedah pengajaran dalam pendidikan alam sekitar seperti pemikiran dan pembelajaran antara disiplin pemikiran, pengajaran 'Problem-based' Pelajar juga akan diperlukan untuk menjalankan suatu mini penyelidikan tentang kelestarian alam sekitar.

This course introduces key concepts on education, environment and sustainability (EES) as a path way to understand environmental issues and challenges and examines the relationship between each. This course also emphasizes a wide array of instructional strategies and teaching methods such as inter-disciplinary thinking and learning, problem-based learning and etc. Students would also be required to conduct a simple research on environment sustainability.

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:

Cunningham, W & Cunningham, A. (2014). *Environment Science*. McGraw-Hill Education.
Sterling, S & Huckle, J. (2014). *Education for Sustainability*. Routledge
Clarke, P. (2012). *Education for Sustainability: Becoming Naturally Smart.* Routledge

POC 7001 Kaedah Penyelidikan dalam Pendidikan Sains (3 Jam Kredit)
POC 7001 Research Methods in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memberi pendedahan kepeda pelajar tentang ciri, skop dan pelbagai aspek penyelidikan dalam pendidikan sains serta menganalisis kelebihan dan kelemahan bagi setiap satu. Bidang penyelidikan yang terkini dalam pendidikan sains juga akan diulas. Kajian kuantitatif dan kualitatif tertentu akan dipilih untuk analisis secara kritis agar membolehkan pelajar memperoleh kefahaman yang lebih mendalam tentang reka bentuk dan metodologi penyelidikan. Pelajar juga berpeluang untuk merekabentuk suatu projek mini dan menjalankan projek tersebut di lapangan sebenar.

The course is intended to expose students to the nature, scope and various aspects of research in science education, as well as the strengths and weaknesses of each of them. Areas of recent research in science education will be reviewed, and selected quantitative and qualitative studies, will be critically analysed to enable the students to have a deeper understanding of research designs and methodologies. Students will also have the opportunity to design a mini research project and conduct the project in the actual setting.

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:

- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Beverly Hills, CA: Sage
- Bhattacherjee, A. (2012). Social Science Research: Principles, Methods, and Practices (2nd Edn) available online: http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks
- Cowan. L., Manion, L. & Morrison, K. (2011). Research methods in education. London: Routledge.

POC 7002 Kajian Kurikulum dalam Pendidikan Sains (3 Jam Kredit)
POC 7002 Curriculum Studies in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Tujuan kursus ini merangkumi pemeriksaan secara kritis semua aspek dalam perkembangan kurikulum sains di Malaysia dan aspek berkaitan visi pendidikan. Rekabentuk, pelaksanaan dan penilaian kurikulum sains akan di bandingkan dengan pelbagai negara. Perbincangan lanjut tentang kemahiran abada ke -21 dan pemetaan kemahiran yang di perlukan dalam dunia yang kompleks dan berhubung. Fokus akan di berikan kepada rekabentuk instruksi dan kepetingannya.

The course will include a critical examination in the development of the Malaysian science curriculum and aspects pertaining to the educational vision. The design, implementation and assessment of science curricula will be cross compared with various nations. There would be further discussion of the 21st century skills and the mapping of the skills needed in a complex and connected world. There would be a focus on various instructional designs and its significance.

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:

- Wiles, J.W. & Bondi, J. C. (2015). Curriculum Development: A Guide to Practice. Pearson-NY
- Banks, J. A. (2015). Cultural Diversity and Education: Foundations, Curriculum, and Teaching. Pearson: NY.
- Bellanca, J. & Brandt, R. (2010). 21st Century Skills: Rethinking How
- Students Learn. Solution Tree.
- Heywood, J. (2005). Engineering Education: Research and Development in Curriculum and Instruction. Wiley-IEEE Press.
- Daniel, E.G.S. (2000). Science and Science Education through the ages: A short Review of Philosophy and Learning Theories

POC 7004 Pembelajaran dan Kognisi dalam Pendidikan Sains (3 Jam Kredit)
POC 7004 Learning and Cognition in Science Education (3 Credit Hours)

Sinopsis/*Synopsis*

Dapatan penyelidikan dari masa awal sehingga masa terkini tentang teori-teori konstruktivisme kognitif dan social, teori pemprosesan maklumat, teori berasaskan otak dan neurokognisi berkaitan dengan bagaimana manusia belajar menjadi fokus kursus ini. Kursus ini akan memberi latar belakang yang mendalam tentang prinsip-prinsip spesifik teori-teori berkaitan perkembangan minda dan implikasinya untuk mempertingkatan pendidikan sains. Dapatan terkini tentang proses mental kognitif seperti pemindahan, visualisasi, perwakilan dan model mental, analogi, metakognisi, penyelesaian masalah, perubahan konseptual dan penaakulan akan dibincangkan dalam aspek bagaimana semua ini membawa impak kepada pengajaran dan pembelajaran sains. Contoh-contoh berkaitan bagaimana teori dan penyelidikan boleh digunakan dalam amalan dan sebaliknya akan dibincangkan. Pelajar juga akan memperoleh pengalaman melalui kajian kognisi empirical dalam persekitaran bilik darjah.

This course focuses on the early beginnings to the latest findings in relation to influential theories of cognitive and social constructivism, information processing theories, brain based theories and neurocognition in relation to how people learn. This course will serve as an enriching theoretical background and will provide important insights on theoretical underpinnings and specific principles of these learning theories into the workings of the developing mind and their implications for improving science instruction. Recent findings on the mental cognitive processes of transfer, visualisations, mental representations and models, analogy, metacognition, problem solving, conceptual change and reasoning, will be discussed as to how they impact science teaching and learning. Examples that elucidate both how theory and research inform practice and how practice informs research will be discussed. The culminating experience for the students will include an empirical study of cognition in a classroom setting.

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:

- Khine, M.S. & Saleh, I. M. (Eds). (2014). *New Science of Learning*. Springer: London
- Taber, K. S. (2014). *Student thinking and learning in science*. Routledge: New York
- Hattie, J. & Yates, G. C. R. (2013): *Visible learning and the science of how we learn*. Routledge: London
- Reisberg, D. (2005). *Cognition-Exploring the science of the mind, 3rd Edition.* W.W. Norton: New York
- Driscoll, M.P. (2005). Psychology of Learning for Instruction, (3rd Edition) Allyn & Bacon: NY

PQD7004 Produksi Multimedia dalam Pengajaran (3 Jam Kredit)
PQD 7004 Production of Multimedia in Teaching (3 Credit Hours)

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 (9th Edition). McGraw Hill.
- Karen S. Ivers and Ann E. Barron (2010). Multimedia Projects in Education: Designing, Producing, and Assessing (4th 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.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 Jam Kredit)
PQX7001 Statistics for Research in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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.
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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(8th edition). New York: McGraw Hill.
- Lind, D., Marchal, W., & Wathen, S. (2011). Basic Statistics for Business &Economics. New York: McGraw Hill.

WOB7007 Penerbitan Web (3 Jam Kredit)
WOB7007 Web Publishing (3 Credit Hours)

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. *6th Edition.* Sams Publishing
- Moncur, M. and Balllard, P. 2012. *Sams Teach Yourself JavaScript in 24 Hours*. 5th Edition. Sams Publishing
- Meloni, Julie. 2012. *Sams Teach Yourself PHP, MySQL and Apache: All in One. 5rd Edition*. Sams Publishing
- Robbins, J.N. 2012. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics. . *6th Edition.* Sams Publishing

WOB7014 Pengurusan Pengetahuan Untuk Profesional Maklumat (3 Jam Kredit)
WOB7014 Knowledge Management for Information Professionals (3 Credit Hours)

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. 2nd ed. Burlington: Elsevier Butterworth-Heinemann

PQX7002 Projek Penyelidikan (12 Jam Kredit)
PQX7002 Research Project (12 Credit Hours)

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*. 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

Program *Programme*	:	**Sarjana Pendidikan (Pendidikan Jasmani dan Kesihatan)** ***Master of Education (Physical Education and Health)***
Kod Program *Programme Code*	:	**POE**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Pendidikan Jasmani dan Kesihatan) adalah seperti berikut:
Admission requirements for the Master of Education (Physical Education and Health) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a) Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b) Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c) Pengalaman mengajar yang berkaitan dari institusi pendidikan yang diiktiraf oleh Senat; **ATAU**
*Teaching experience with an institution recognised by the Senate; **OR***

d) Pengalaman kerja dalam bidang yang berkaitan; **ATAU**
*Work experience in a related field; **OR***

e) Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
*A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa
International Candidate

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya
Have another qualification recognized by the Government of Malaysia and approved by the University of 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

3. Tempoh Pengajian /

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Untuk melahirkan pendidik yang dinamik dan dilengkapi pengetahuan mendalam dan luas tentang tren terkini perancangan dan pentadbiran pendidikan sebagai satu proses berkaitan pengurusan organisasi pendidikan, perancangan kewangan dan pendidikan ekonomi, sistem perundangan berkaitan pendidikan, dan peranan sebagai pengurus sumber manusia dalam institusi pendidikan.

Programme Aim

To produce dynamic educators equipped with in-depth knowledge of the latest trends in education planning and administration as a process related to educational organization management, financial planning and economic education, education-related legal systems, and the role of human resource manager in educational institutions.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of programme, student will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai dan meningkatkan ilmu pengetahuan tentang pengajaran dan pembelajaran Pendidikan Jasmani dan Kesihatan serta perkembangan terkini dalam penyelidikan Pendidikan Jasmani dan Kesihatan. *Master and enhance knowledge of teaching and learning Physical Education and Health as well as recent developments in Physical Educationand Health*
PO2	Mengaplikasi pelbagai teori pendidikan dalam pengajaran dan pembelajaran Pendidikan Jasmani dan Kesihatan serta menjalankan penyelidikan yang relevan dengan cekap dan berkesan *Apply various educational theories in teaching and learning Physical Educational and Health and conduct relevent and efficient research*
PO3	Memberi sumbangan positif dalam memenuhi tanggungjawab sosial yang berkaitan dengan pengetahuan Pendidikan Jasmani dan Kesihatan dalam negara dan antarabangsa *Contributes positively to the fulfillment of social responsibilities related to knowledge of Physical Education and Health nationally and internationally*
PO4	Mengamalkan nilai murni, sikap positif, dan etika profesionalisme dalam bidang Pendidikan Jasmani dan Kesihatan serta kehidupan harian *Practice good values , positive attitudes and ethic of profesionalism in Physical Education and Health and dailylife*
PO5	Menggunakan pengetahuan dalam pendidkan jasmani dan kesihatan untuk memperkukuhkan komunikasi, meningkatkan kepimpinan dan mengembangkan keupayaan untuk bekerja berpasukan..; *Apply knowledge in Physical Education and Health to strengthen communication, improve leadership and develop teamwork.*

PO6	Meningkatkan kemahiran berfikir dan bertindak secara saintifik serta mengukuhkan kemahiran menyelesaikan masalah yang membabitkan Pendidikan Jasmani dan Kesihatan. *Improve scientific thinking and acting skills and strengthen problem solving skills involving Physical Education and Health*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan Pendidikan Jasmani dan Kesihatan. *Engage in lifelong learning and manage information related to Physical Education and Health*

6. Struktur Program

Struktur Program Sarjana Pendidikan (Pendidikan Jasmani dan Kesihatan) berasaskan pendekatan bersifat kontemporari untuk melahirkan pemimpin dan pentadbir yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara, Pelan Transformasi Negara serta Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi).

Program ini merangkumi Lima Puluh (50) jam kredit yang merangkumi Sembilan (9) jam kredit bagi untuk Kursus Teras Program (Wajib Bidang Pengkhususan), Enam (6) jam kredit bagi Kursus Elektif Bidang Pengkhususan dan Tiga Puluh Lima (35) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure

Master of Education (Physical Education and Health) Program structure is based on a contemporary approach to producing outstanding leaders and administrators. 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).

The program includes Fifty (50) credit hours including Nine (9) credit hours for the Program Core Course (Required for Specialization), Six (6) credit hours for Specialized Elective Courses and Thirty five (35) credit hours for dissertations involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

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

POE7001	Kaedah Penyelidikan dalam Pendidikan Jasmani dan Kesihatan *Research Methodology in Physical Education and Health*	3 kredit
POE7002	Kinesiologi *Kinesiology*	3 kredit
POE7003	Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan *Measurement and Evaluation in Physical Education and Health*	3 kredit

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

POE7004	Teknik, Strategi dan Isu kontempotrari dalam Pendidikan Jasmani dan Kesihatan *Technic, Strategy and Comtemporary issues in Physical Education and Health*	3 kredit
POE7005	Pentadbiran Sukan dan Kokurikulum dalam Pendidikan Jasmani dan Kesihatan *Sports Adminitration and Co-Curricullar in Physica Education and Health*	3 kredit
PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistic for Research in Education*	3 kredit
POE7006	Rekabentuk Kurikulum dalam Pendidikan Jasmani dan Kesihatan *Curriculum Design inPhysical Education and Health*	3 kredit

Disertasi / *Dissertation*

POF7002	Disertasi *Dissertation*	*30 kredit*

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
PROGRAM SARJANA PENDIDIKAN (PENDIDIKAN JASMANI DAN KESIHATAN)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)
MASTER OF EDUCATION (PHYSICAL EDUCATION AND HEALTH) PROGRAMME

KOMPONEN / *COMPONENT*	**SEMESTER 1**		**SEMESTER 2**		**SEMESTER 3**		**JUMLAH KREDIT / *TOTAL CREDIT***
	MATA PELAJARAN / *SUBJECT*	**KREDIT / *CREDIT***	**MATA PELAJARAN / *SUBJECT***	**KREDIT / *CREDIT***	**MATA PELAJARAN / *SUBJECT***	**KREDIT / *CREDIT***	
Kursus Teras / *Core Courses*	POE7001 Kaedah Penyelidikan dalam Pendidikan Jasmani dan Kesihatan *Research Methodology in Physical Education and Health* POE7005 Kinesiologi *Kinesiology*	3 3	POE7003 Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan *Measurement and Evaluation in Physical Education and Health*	3			9
Kursus Elektif (Pilih Dua) / *Elective Courses (Select Two)*	POE7002 Pentadbiran Sukan dan Kokurikulum dalam Pendidikan Jasmani dan Kesihatan *Sports Adminitration and Co-Curricullar in Physica Education and Health*	3	POE7006 Rekabentuk Kurikulum dalam Pendidikan Jasmani dan Kesihatan *Curriculum Design inPhysical Education and Health* PQX7001 Statistik untuk Penyelidikan dalam Pendidikan *Statistic for Research in Education*	3 3			6
Disertasi / *Dissertation*			POX7002 Disertasi (P) / *Dissertation (P)*	15	POX7002 Disertasi (P) / *Dissertation (P)*	15	30
Jumlah Kredit / *Total Credit*		9		21		15	45

JUMLAH KREDIT: 50 JAM KREDIT/ *TOTAL CREDIT: 50 CREDIT HOURS*

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POE7001 Kaedah Penyelidikan dalam Pendidikan Jasmani dan Kesihatan (3 jam Kredit)
POE7001 Research Methodology in Physical Education and Health (3 credits hours)

Sinopsis/*Synopsis*
Kursus ini akan memperkenalkan pelajar kepada masalah, isu dan proses dalam penyelidikan yang berkaitan dengan Pendidikan Jasmani dan Kesihatan. Antara topik yang akan di bincangkan ialah teori dan aplikasinya dalam bidang penyelidikan. Perbincangan akan dipusatkan kepada keadah, rekabentuk penyelidikan, kaedah pemilihan sampel, pengumpalan data dalam Pendidikan Jasmani dan Kesihatan. Kursus ini juga akan melibatkan pelajar menganalisakan secara kritis atikel penyelidikan dalam Pendidikan Jasmani dan Kesihatan.

The course will introduce the students to problems, issues and the process in research in physical and health education. The topics that will be discussed are application of theory in research. Discussion will be focused towards methodology, research design, data collection in physical and health education. The students will analyse critically, articles in physical and health education.

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:

- Shinda. A (2011) Research methods in physical education. Pinnacle Technology (India)
- Hussain, T.H. (2011). Research methodology in physical education. Sports publication
- Thomas, G. (2013. How to do your research project: A guide for students in education and applied sciences. Supp publication.
- Kerlinger, F. N. (2000). Foundations of behavioural research. New York: Holt, Rinehart & Winston.

POE7002 Kinesiologi (3 jam Kredit)
POE7002 Kinesiology (3 Credits hours)

Sinopsis/*Synopsis*

Kursus ini mendedahkan tentang asas teknik aplkasi kinesiologi secara mudah untuk mereka memahami dan secara jelas untuk menggunakan nya sebagai rujukan kepada pengamal. Kursus ini juga menyediakan satu jalan yang baik untuk guru-guru belajar tentang pengaplikasian kinesiologi.

The course will presents the basic techniques of applied kinesiology simply enough for the layperson to understand and clearly enough to be used as a reference for the practionner. This course also provides a good bridge for many teachers to learn about classical applied kinesiology.

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:

- Robert Frost, 2002. Applied Kinesiologi. A training manual and reference book of basic principles and

practice.USA:North Atlantic Book.

- Shirl J. Hoffman; Duane V. Knudson;Shirl Hoffman;Duane Knudson.2017.
- Introduction to Kinesiology : Studying Physical Activity with Access 5th. Human Kinetics Publishers

POE7003 Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan (3 jam Kredit)
POE7003 Measurement and Evaluation in Physical Education and Health (3 Credits hours)

Sinopsis/*Synopsis*

Kursus ini akan mendedahkan pelajar tentang konsep dan prinsip dalam pengukuran. Pelajar juga akan didedahkan kepada amali dan protokol pengukuran dalam pendidikan jasmani dan kesihatan. Topik yang akan dibincangkan termasuk penilaian dalam domain kognitif, psikomotor dan afektif. Pelajar juga akan didedahkan kepada beberapa instrumen pengukuran serta hubungkait kurikulum dan penilaian dalam bidang pendidikan jasmani dan kesihatan

The course will expose the students on the definition, concepts and principles in measurement.The students will be introduced to practical and various protocol needed to undertake measurement. The topics that will be discussed include evaluation in cognitive, affective and in phychomotor domain. The students will also be introd uced to various instrument of measurement that has a link with physical and health education 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:

- Alan, C. Lacy & Skip M. Williams.2018. Measurement and Evaluation in Physical Education and Exercise Science.8th.ed.Routledge.New York.

- Alan, C. Lacy.2015.Measurement and Evaluation in Physical Education and Exercise Science.Allyn & Bacon.

POE7004 Teknik, Strategi dan Isu kontempotrari dalam Pendidikan Jasmani dan Kesihatan (3 jam Kredit)
POE7004 Technic, Strategy and Comtemporary issues in Physical Education and Health (3 Credits hours)

Sinopsis/*Synopsis*
Kursus ini akan membincangkan tentang matlamat, objektif, dan konsep pendidikan jasmani dan kesihatan di Malaysia dan stail pengajaran dalam pendidikan jasmani dan kesihatan.Pelajar juga akan di perkenalkan beberapa teori pembelajaran yang ada hubungkait dengan pembelajaran dalam p.jasmani dan kesihatan serta mengenalpasti alatan bantu mengajar dan ansur maju yang sesuai untuk menjalankan sesuatu sesi pengajaran.Perbincangan di jalankan dengan isu-isu kontemporari yang ada hubungkait dengan pengajaran pendidikan jasmani dan kesihatan.

The course will discuss the aims, objective and concepts of physical and health education in Malaysia and the styles of teaching in physical and health education. The students will be be introduced to various learning theories and relationship in learning in physical and health education and identify the supportive equipment and proper progression in sesion of physical and health education. Discusion on various issues relating to teaching of physical and health education will be discussed.

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:

- Jane M.Shimon.2019.Introduction to teaching physical education. Principles and Strategies.2nd edition.
- Susan Capel; Susan Piotrowski.2000.Issues in Physical Education.1st edit.Routledge.London and New York.

POE7005 Pentadbiran Sukan dan Kokurikulum dalam Pendidikan Jasmani dan Kesihatan (3 jam Kredit)
POE7005 Sports Adminitration and Co-Curricullar in Physica Education and Health (3 Credits hours)

Sinopsis/*Synopsis*
Pelajar akan didedahkan dengan pelbagai konsep dan teori dalam pentadbiran sukan / pendidikan jasmani. Mereka akan memahami pelbagai stail pentadbiran dalam sesuatu organisasi dan pentadbiran sukan / pendidikan jasmani. Topik yang akan dibincangkan adalah teori-teori pentadbiran, stail pentadbiran,pengurusan kemudahan dan peralatan, pengurusan sumber manusia, motivasi dan kepentingan komunikasi.

The students will be introduced to various concepts and theories in sports administration / physical and health education. The students will understand the various styles of administration in an organization. The topics that will be discussed are theories of administration, administrative styles, management of facilities and equipment, management of human resource, motivation and the importance of communication

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:

- Bucher, C.A. & Krotee, M.L. (2007). Management of Physical Education and Sport. 13th ed. McGraw Hill.
- Shanmugam,D. (2012). Methods of administration and organization in physical education. Lakshay Publication, Delhi.
- Horraine. L. (2013).Administration of physical education and sports programs. Waveland press. USA.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 Jam Kredit)
PQX7001 Statistics for Research in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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.

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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(8th edition). New York: McGraw Hill.
- Lind, D., Marchal, W., & Wathen, S. (2011). Basic Statistics for Business &Economics. New York: McGraw Hill.

POE7006 Rekabentuk Kurikulum dalam Pendidikan Jasmani dan Kesihatan Kesihatan (3 jam Kredit)
POE7006 Curriculum Design inPhysical Education and Health (3 Credits hours)

Sinopsis/*Synopsis*

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:

- Lund, J, & Tanehill, D.. (2014). Standard based Physical education curriculum development (3rd.ed). Jones Barlett learning.

- Kelly, L.E., & Melograno, V.J. (2013). Developing the physicalk education curriculum : an achievement based approach. Human Kinectics, N.York

- Pangrazi, A., (2012). Dynamic physical education curriculum guide: Lesson plans foe implimentation.(12th.ed), Benjamin Cummings

Program *Programme*	:	**Sarjana Pengurusan Pendidikan** ***Master of Educational Management***
Kod Program *Programme Code*	:	**PQB**
Mod Program *Programme Mode*	:	**Kursus** ***Coursework***

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

1. Jenis Program

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

Programme Type

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 diperakukan oleh Senat Universiti Malaya.
Has other equivalent qualifications recognised by the Malaysian Government and approved

by the University of 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 University of 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

Tempoh Minimum : 2 Semester Biasa dan 1 Semester Khas
Tempoh Maksimum : 8 Semester

Duration of study

Minimum Duration : 2 Regular Semesters and 1 Special Semester
Maximum Duration : 8 Semesters

4. Matlamat Program

Untuk melahirkan graduan berkaliber dalam bidang pengurusan pendidikan melalui pengajaran, pembelajaran, penyelidikan, inovasi, penerbitan, perundingan yang dapat mengamalkan ilmu dalam bidang Pengurusan Pendidikan.

Programme Aim

To produce professional graduates in educational management through teaching, learning, research, innovation, publishing, consulting and practice knowledge in the field of Educational Management.

7. 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***
PO1	Menguasai ilmu pengetahuan merangkumi teori dan amalan dalam bidang organisasi dan pengurusan pendidikan. *Master knowledge about the theory and practice in the areas of organization and educational management.*
PO2	Mempamerkan kemahiran praktikal dalam aspek merancang, mengelola, memimpin dan mengawal sesebuah organisasi pendidikan melalui penilaian dan penyelidikan dalam bidang pengurusan pendidikan. *Demonstrate practical skills in designing, managing, leading and controlling an educational organization through assessment and research in the field of educational management.*
PO3	Mempraktik akauntabiliti dan tanggungjawab sosial berkaitan dengan pengurusan pendidikan kepada pihak-pihak tertentu khususnya masyarakat sekitar. *Exercise social accountability and responsibility in relation to the management of education to specific parties, especially the surrounding community.*
PO4	Mengamalkan nilai murni dan etika professional dalam pengurusan pendidikan. *Practice professional values and ethics in educational management.*
PO5	Mempamerkan nilai kepimpinan dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang Pengurusan Pendidikan. *Demonstrate leadership value and collaboration with various parties to carry out activities in the field of Educational Management.*
PO6	Mengimplementasi pemikiran kritis dan kreatif semasa membuat keputusan dan menyelesaikan masalah berkaitaan dengan teori dan amalan pengurusan pendidikan.

Domain MQF	Hasil Pembelajaran *Learning Outcomes*
	Implemente critical and creative thinking when making decisions and solving problems related to educational management theory and practice.
PO7	Mengurus maklumat ilmiah daripada pelbagai sumber sebagai asas pembelajaran sepanjang hayat. *Manage scientific information from a variety of sources as a basis for lifelong learning.*

8. Struktur Program

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.

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Dua Belas (12) jam kredit bagi kursus teras, Dua Puluh Satu (21) jam kredit bagi kursus elektif dan Dua Belas (12) jam kredit bagi laporan penyelidikan yang melibatkan aktiviti Kuliah, perbincangan, e-learning, forum, projek, pembelajaran teradun (*blended learning*).

Programme Structure
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.

The program includes Forty-five (45) credit hours including Twelve (12) credit hours for core courses, Twenty-one (21) credit hours for elective courses and Twelve (12) credit hours 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 *Research Methods in Educational Administration and Management*	3 kredit
PQB 7002	Pengurusan Organisasi Pendidikan *Management of Educational Organisations*	3 kredit
PQB 7003	Konsep dan Amalan Dalam Pengurusan Pendidikan *Concept and Practice in Educational Management*	3 kredit
PQB 7004	Kepimpinan Pendidikan *Educational Leadership*	3 kredit

Kursus Elektif (Pilih Tujuh) / *Elective Courses (Select Seven)*

PQB 7005	Pengurusan Sumber Manusia Dalam Pendidikan *Human Resource Management in Education*	3 kredit
PQB 7006	Seminar Amalan Profesional Dalam Pengurusan Pendidikan *Seminar on Professional Practices on Educational Management*	3 kredit
PQB 7007	Kualiti Pendidikan *Quality of Education*	3 kredit
PQB 7008	Teknologi Maklumat dan Komunikasi dalam Pendidikan *Information and Communication Technology in Education*	3 kredit
POF 7006	Perundangan Pendidikan *Educational Law*	3 kredit
PQB 7009	Perancangan dan Pengurusan Program Pembangunan Staf *Planning and Management of Staff Development Programmes*	3 kredit

PQB 7010	Pengurusan Dasar Strategik Dalam Pendidikan *Management of Strategic Policy in Education*	3 kredit
PQB 7011	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3 kredit
POG7004	Pengurusan Kurikulum *Curriculum Management*	3 kredit

Projek Penyelidikan / *Research Project*

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit *12 credit*

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 3		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 *Research Methods in Educational Administration and Management* PQB 7002 Pengurusan Organisasi Pendidikan *Management of Educational Organisations*	3 3	PQB 7003 Konsep dan Amalan Pengurusan Pendidikan *Concept and Practice in Educational Management* PQB7004 Kepimpinan Pendidikan *Educational Leadership*	3 3			12
Kursus Elektif (Pilih 7) / *Elective Courses (Select 7)*	PQB7005 Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education* PQB7006 Seminar Amalan Profesional Dalam Pengurusan Pendidikan *Seminar on Professional Practices on Educational Management* PQB 7007 Kualiti Pendidikan *Quality of Education* PQB 7008 Teknologi Maklumat dan	3 3 3	POF7006 Perundangan Pendidikan *Educational Law* PQB 7009 Perancangan dan Pengurusan Program Pembangunan Staf *Planning and Management of Staff Development Programmes* PQB 7010 Pengurusan Dasar Strategik Dalam Pendidikan *Management of Strategic Policy in Education* PQB 7011	3 3 3			21

	Komunikasi dalam Pendidikan *Information and Communication Technology in Education* POG 7004 Pengurusan Kurikulum *Curriculum Management*	3 3	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3			
Projek Penyelidikan / *Research Project*			PQX 7002Projek Penyelidikan (P) / *Research Project (P)*	6	PQX 7002 Projek Penyelidikan (P) / *Research Project (P)*	6	12
Jumlah Kredit / *Total Credit*		18		21		6	45

JUMLAH KREDIT KESELURUHAN: 45 Jam Kredit
OVERALL TOTAL CREDIT: 45 Credit Hours

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

1. **Pendaftaran Kursus / *Course registration***

(1) Pendaftaran kursus mesti disempurnakan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.
Course registration must be completed within two (2) weeks from the date semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam 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. **Penyerahan / *Submission***

(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.
Candidates 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)

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 dan kuantitatif juga kajian dan 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 and quantitative approaches, survey and empirical survey) 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: *Bahasa Malaysia / 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 Jam Kredit)
PQB7002 Management of Educational Organisations (3 Credit Hours)

Sinopsis/*Synopsis*
Kursus ini memberikan makluman tentang perkembangan dalam pengurusan pendidikan pada hari ini dan sebelum dan bagaimana ianya terhasil 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 kepelbagaian 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- Daft, R.L. (2013). *Organisational Theory and Design.* South Western Cengage learning: Ohio
- Jones, G. (2012). O*rganizational Theory, Design, and Change: Global Edition*. Pearson: USA.
- Shafriz, J.M. & Steven, O.J. (2011). *Classics of Organizational Theory, (5th Edition)*. Orlando: Harcourt.

PQB7003 Konsep dan Amalan Pengurusan Pendidikan (3 Jam Kredit)
PQB7003 Concept and Practice in Educational Management (3 Credit Hours)

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 tugasan 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- Hoy, W. K., & Miskel, C.G. (2013). *Educational Administration: Theory, Research and Practice* (9th 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*(4th ed.), London: Sage Publication

PQB7004 Kepimpinan Pendidikan (3 Jam Kredit)
PQB7004 Educational Leadership (3 Credit Hours)

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 kritikal 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 mengonsepkan topik penyelidikan baru untuk penyelidikan selanjutnya.

This course focuses on the types of leaderships 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 discuses 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- Bush, T. (2011). *Theories of Educational Leadership & Management* (4th ed.). London: SAGE Publications.

- Daniel, L. Duke. (2015). *Leadership for Low-Performing Schools: A Step-by-Step Guide to the School*. Turnaround Process. Maryland: Rowman & Littlefield Publishers

- Davies, B. (2005). *The essentials of school leadership*. London: SAGE Jossey-Bass.

PQB7005 Pengurusan Sumber Manusia dalam Pendidikan (3 Jam Kredit)
PQB7005 Human Resource Management in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Di antara pendidik-pendidik profesional yang berkhidmat dalam perkhidmatan pendidikan, peranan pengurus sumber manusia adalah unik. Gerakerja sekolah, berbeza dengan pengurusan perniagaan kerana ia berasaskan 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- Dessler, G. (2013). *Human Resource Management(* 13th.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(* 8th.ed.). Boston: Pearson Education, Inc.

PQB7006 Seminar Amalan Profesional dalam Pengurusan Pendidikan (3 Jam Kredit)
PQB7006 Seminar on Professional Practice in Educational Management (3 Credit Hours)

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 tugasan 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- 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.
- Brown, D. R. (2011). *An Experiential Approach to Organizational Development(* 8th ed.). New Jersey: Prentice Hall.

PQB7007 Kualiti Pendidikan (3 Jam Kredit)
PQB7007 Quality of Education (3 Credit Hours)

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 perundangan 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: *Bahasa Malaysia / 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

PQB7008 Teknologi Maklumat dalam pengurusan Pendidikan (3 Jam Kredit)
PQB7008 Information Technology in Educational Management (3 Credit Hours)

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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- Selwood, I. D., Fung, A., & O'Mahoney, C. D**.** (2003). *Management of Education in the Information Age: The Role of ICT.* Netherland: Kluwer Academic Publisher Group.

- Bulfin,S., Nicola, F. J., & Bigum,C. (2015). *Critical Perspectives on Technology and Education*. Palgrave MacMillan: USA.

- Spector, J.M., Merrill, M.D., Ellen, J. & Bishop, M.J. (eds). (2014) *Handbook of research on Educational Communications and Technology* (4th. Ed.). Verlag: Springer .
- Tatnall, A., Visscher, A. J., Finegan, A., & O'Mahony, C. (2009). *Evolution of Information Technology in Educational Management.* NY: Springer.

PQB7009 Perancangan dan Pengurusan Program Pembangunan Staf (3 Jam Kredit)
PQB7009 Planning and Management of Staff Development Programmes (3 Credit Hours)

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 sistematik. 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 mempersembahkan 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 professionally, structured and in a 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 work place. 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

Mohammed Sani Ibrahim, Ahmad Zabidi Abdul Razak & Husaina Banu Kenayathulla. (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.

PQB7010 Pengurusan Dasar Strategik dalam Pendidikan (3 Jam Kredit)
PQB7010 Management of Strategic Policy in Education (3 Credit Hours)

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 strategic.

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: *Bahasa Malaysia / 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.

PQB7011 Perancangan Kewangan dan Ekonomi Pendidikan (3 Jam Kredit)
PQB7011 Financial Planning and Economics of Education (3 Credit Hours)

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: *Bahasa Malaysia / 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 Jam Kredit)
POF7006 Educational Law(3 Credit Hours)

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 diaplikasikan di dalam siatuasi 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: *Bahasa Malaysia / 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 Jam Kredit)
POG7004 Curriculum Management (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus direkabentuk bagi memperkenalkan pelajar kepada proses pelaksanaan kurikulum, asas teori yang digunapakai, 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 sebagi 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: *Bahasa Malaysia / 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 Jam Kredit)
PQX7002 Research Project (12 Credit Hours)

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*. 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

Program *Programme*	:	**Sarjana Pendidikan (Perancangan dan Pentadbiran)** ***Master of Education (Planning and Administration)***
Kod Program *Programme Code*	:	**POF**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Perancangan dan Pentadbiran) adalah seperti berikut:
Admission requirements for the Master of Education (Planning and Administration) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a) Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b) Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c) Pengalaman mengajar yang berkaitan dari institusi pendidikan yang diiktiraf oleh Senat; **ATAU**
*Teaching experience with an educational institution recognised by the Senate; **OR***

d) Pengalaman kerja dalam bidang yang berkaitan; **ATAU**
*Work experience in a related field; **OR***

e) Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
*A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa
International Candidate

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya
Have another qualification recognized by the Government of Malaysia and approved by the University of 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

3. Tempoh Pengajian /

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Untuk melahirkan pendidik yang dinamik dan dilengkapi pengetahuan mendalam dan luas tentang tren terkini perancangan dan pentadbiran pendidikan sebagai satu proses berkaitan pengurusan organisasi pendidikan, perancangan kewangan dan pendidikan ekonomi, sistem perundangan berkaitan pendidikan, dan peranan sebagai pengurus sumber manusia dalam institusi pendidikan.

Programme Aim

To produce dynamic educators equipped with in-depth knowledge of the latest trends in education planning and administration as a process related to educational organization management, financial planning and economic education, education-related legal systems, and the role of human resource manager in educational institutions.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of programme, student will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai ilmu pengetahuan merangkumi teori dan amalan dalam bidang perancangan dan pentadbiran organisasi pendidikan. *Master of knowledge including theory and practice in the planning and administration of educational organizations.*
PO2	Mempamerkan kemahiran praktikal dalam aspek merancang, mengelola, memimpin, mentadbir dan mengawal sesebuah organisasi pendidikan melalui penilaian dan penyelidikan dalam bidang perancangan dan pentadbiran pendidikan. *Demonstrate practical skills in designing, managing, leading, administering and controlling an educational organization through assessment and research in the field of education planning and administration.*
PO3	Mempraktik akauntabiliti dan tanggungjawab sosial berkaitan dengan pengurusan pendidikan melalui penguasaan ilmu perancangan dan pentadbiran pendidikan kepada pihak-pihak tertentu khususnya masyarakat sekitar di samping mempamerkan sikap keprihatinan terhadap isu-isu semasa yang berkaitan dengan bidang Perancangan dan Pentadbiran dalam bidang pendidikan. *Exercise accountability and social responsibility in relation to education management through the mastery of educational planning and administration to certain parties, especially the surrounding community, as well as expressing concern for current issues related to Planning and Administration in the field of education.*

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
PO4	Mengaplikasikan etika profesional dan amalan terbaik secara profesional dalam bidang Perancangan dan Pentadbiran Pentadbiran. *Apply professional ethics and best practices in the field of Administrative Planning and Management.*
PO5	Mempamerkan nilai kepimpinan dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang Perancangan dan Pentadbiran. *Demonstrate leadership value and cooperation with various parties to carry out activities in Planning and Administration.*
PO6	Mereka bentuk dan mengendalikan penyelidikan secara profesional, beretika, berpemikiran kritis dan kreatif semasa membuat keputusan dan menyelesaikan masalah berkaitaan dengan teori dan amalan perancangan dan pentadbiran pendidikan. *Design and conduct research professionally, ethically, critically and creatively when making decisions and solving problems related to theory and practice of educational planning and administration.*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan perancangan dan pentadbiran pendidikan. *Engage in lifelong learning and manage information related to education planning and administration.*

6. Struktur Program

Struktur Program Sarjana Pendidikan (Perancangan dan Pentadbiran) berasaskan pendekatan bersifat kontemporari untuk melahirkan pemimpin dan pentadbir yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara, Pelan Transformasi Negara serta Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi).

Program ini merangkumi Lima Puluh (50) jam kredit yang merangkumi Sembilan (9) jam kredit bagi untuk Kursus Teras Program (Wajib Bidang Pengkhususan), Enam (6) jam kredit bagi Kursus Elektif Bidang Pengkhususan dan Tiga Puluh Lima (35) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure

Master of Education (Planning and Administration) Program structure is based on a contemporary approach to producing outstanding leaders and administrators. 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).

The program includes Fifty (50) credit hours including Nine (9) credit hours for the Program Core Course (Required for Specialization), Six (6) credit hours for Specialized Elective Courses and Thirty five (35) credit hours for dissertations involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

Kursus Teras Fakulti (Pilihan Wajib) (Pilih Satu) / *Faculty Core Courses (Compulsory) (Select one)*

POF7001	Kaedah Penyelidikan Kuantitatif dalam Pengurusan dan Perancangan Pendidikan *Quantitative Research Method in Educational Planning and Administration*	3 kredit
POF7003	Kaedah Penyelidikan Kualitatif dalam Pengurusan dan Perancangan Pendidikan *Qualitative Research Method in Educational Planning and Administration*	3 kredit

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

POF7004	Perancangan Pendidikan *Educational Planning*	3 kredit
POF7005	Pentadbiran Pendidikan *Educational Administration*	3 kredit

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

POF7006	Perundangan Pendidikan *Educational Law*	3 kredit
POF7007	Politik dan Dasar Pendidikan di Malaysia *Politics and Education Policy in Malaysia*	3 kredit
PQB7011	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3 kredit
PQB7005	Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education*	3 kredit
PQB7002	Pengurusan Organisasi Pendidikan *Management of Educational Organizations*	3 kredit
POG7005	Aplikasi Teknologi dalam Pengurusan Kurikulum *Application of Technology in Curriculum Implementation*	3 kredit

Disertasi / *Dissertation*

POF 7002	Disertasi *Dissertation*	*35 kredit*

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
PROGRAM SARJANA PENDIDIKAN (PERANCANGAN DAN PENTADBIRAN)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)
MASTER OF EDUCATION (PLANNING AND ADMINISTRATION) PROGRAMME

KOMPONEN / *COMPONENT*	**SEMESTER 1**		**SEMESTER 2**		**SEMESTER 3**		**JUMLAH KREDIT / *TOTAL CREDIT***
	MATA PELAJARAN / *SUBJECT*	**KREDIT/ *CREDIT***	**MATA PELAJARAN / *SUBJECT***	**KREDIT / *CREDIT***	**MATA PELAJARAN / *SUBJECT***	**KREDIT / *CREDIT***	
Kursus Teras / *Core Courses (Select either POF 7001 or POF 7003)*	POF7001 Kaedah Penyelidikan Kuantitatif Dalam Perancangan dan Pentadbiran Pendidikan *Quantitative Research Method in Educational Planning and Administration* POF7005 Pentadbiran Pendidikan *Educational Administration*	3 3	POF7004 Perancangan Pendidikan *Educational Planning* POF7003 Kaedah Penyelidikan Kualitatif Dalam Perancangan dan Pentadbiran Pendidikan *Qualitative Research Method in Educational Planning and Administration*	3 3			9
Kursus Elektif (Pilih Dua) / *Elective Courses (Select Two)*	PQB7002 Pengurusan Organisasi Pendidikan *Management of Educational Organizations* PQB7011 Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education* POF7007 Politik dan Dasar Pendidikan *Politics and Policies in Education*	3 3 3	POF7006 Perundangan Pendidikan *Educational Law* PQB7005 Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education* POG7005 Aplikasi Teknologi Dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation*	3 3 3			6
Disertasi / *Dissertation*			POF7002 Disertasi (P) / *Dissertation (P)*	17	POF7002 Disertasi (P) / *Dissertation (P)*	18	35
Jumlah Kredit / *Total Credit*		9		23		18	50

JUMLAH KREDIT: 50 JAM KREDIT/ *TOTAL CREDIT: 50 CREDIT HOURS*

PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH SARJANA) 2019

UNIVERSITY OF MALAYA (MASTER'S DEGREE) REGULATIONS 2019

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POF7001 Kaedah Penyelidikan Kuantitatif dalam Perancangan dan Pentadbiran Pendidikan (3 Jam Kredit)
POF7001 Quantitative Research Method in Educational Planning and Administration (3 Credit hours).

Sinopsis/*Synopsis*

Kursus ini direka bentuk untuk mambantu pelajar-pelajar dalam mengaplikasi analisis statistik untuk penyelidiksn di dalam pengurusan dan perancangan pendidikan. Melalui tugasan-tugasan secara praktikal, pelajar-pelajar bukan sahaja mempelajari bagaimana untuk mengaplikasi teknik-teknik stratistik, tetapi juga belajar bagaimana untuk membuat persediaan dan menapis data, dan bagaimana untuk mengatasi masalah-masalah biasa seperti kehilangan nilai data, ketidaknormalan dan lain-lain lagi. Selain itu, pelajar-pelajar akan mempelajari bagaimana untuk menyedia dan mereka bentuk laporan berdasarkan teknik-teknik penulisan akademik. Artikel-artikel daripada jurnal-jurnal penyelidikan pendidikan akan digunakan untuk diilustrasikan bagaimana teknik-teknik statistik diaplikasikan dan dihuraikan di dalam literatur saintifik, dan bagaimana dapatan-datapan penyelidikan dilaporkan dan diinterpretasikan. Kandungan kursus akan merangkumi aspek penyusunan data, pengukuran variabel-variabel, varians pertengahan, skala-skala pengurusan, taburan normal; konsep ujian hipotesis, perbandingan min (sampel kecil dan besar), perbandingan pembezaan, jadual-jaduak kontingensi, ujian Chi Square, korelasi Pearson Moment, sampel rawak, ANOVA satu hala, regresi berganda dan MANOVA. Secara amnya, kursus meliputi semua teknik statistik deskriptif dan inferensi yang akan digunakan di dalam kaedah penyelidikan. Indeks kesan saiz dan kuasa statistik akan dibincangkan untuk kesemua teknik statistik yang dinyataka.

The course is designed to assist students in applying statistical analysis for research in educational management & planning. Through practical assignments, students not only learn how to apply the statistical techniques, but also how to prepare and screen data, and how to handle commonly encountered problems such as missing values, outliers, non-normality etc. Moreover, students will learn how to prepare and design the report based on academic writing techniques. Reserch Articles from educational research journals are used to illustrate how the statistical techniques are applied and described in the scientific literature, and how the results can be reported and interpreted. The contents cover the organisation 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 Moment correlation, random sample , one-way ANOVA, multiple regression and MANOVA, 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 for all mentioned statistical techniques.

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:

- Arthur et al.(2012). *Research methods & methodologies in education*. Thousand Oaks, CA: SAGE.
- Bickman, Leonard, &Debra, J. Rog. (2009). The SAGE handbook of applied social research methods(2nd Ed.). Thousand Oaks, CA: SAGE.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*(4th ed.). Boston: Pearson.
- Chua, Y.P. (2013). *Mastering Research Statistics*. Kuala Lumpur: McGraw Hill.

POF7002 Disertasi (35 Jam Kredit)
POF7002 Dissertation (35 Credit hours).

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 disertasi akan di serahkan untuk penilaian.dibincangkan secara kritikal oleh para pelajar.

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: Penilaian Berterusan: Proposal Defense dan Candidature Defense
Assessment Method: *Continuous Assessment: Proposal Defence and Candidature Defence*

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 (* 9th ed.). 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 ed.). Pearson.

POF7003 Kaedah Penyelidikan Kualitatif dalam Perancangan dan Pentadbiran Pendidikan (3 Jam Kredit)
POF7003 Qualitative Research Method in Educational Planning and Administration (3 Credit hours).

Sinopsis/*Synopsis*

Kursus ini memperkenalkan kepada pelajar kepada ciri-ciri dan prinsip-prinsip kaedah-kaedah penyelidikan kualitatif di dalam pengurusan dan perancangan pendidikan. Ia mengkaji secara mendalam isu-isu yang berkait rapat dengan pelbagai perbezaan dalam kaedah-kaedah penyelidikan kualitatif seperti kajian kes, etnografi, fenomenologi dan lain-lain berdasarkan asas-asas falsafah, kerangka konseptual/teoretikal dan pemungutan data. Fokus spesifik akan diberikan kepada melatih para pelajar dalam penggubalan soalan, strategi pemilihan persampelan, penentuan teknik-teknik pemungutan data seperti temu bual, membuat pemerhatian, dan analisis dokumen, dan lain-lain lagi. Pelajar-pelajar akan didedahkan kepada isu-isu yang berhubungkait dengan metodologi penyelidikan kualitatif seperti isu-isu etika, kesahan dan kebolehpercayaan. Persembahan ala sarjana dan teknik-teknik penulisan akademik untuk usulan penyelidikan kualiatatif akan diteliti.

This course introduces students to the characteristics and principles of qualitative research methods in educational management & planning . 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/ conceptual framework and data collection. Specific focus will be given on the training students 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 academic writing techniques of qualitative research proposal will also be reviewed.

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:

- Johnson, Burke, L., & Christensen, B. (2012). *Educational research: Quantitative, qualitative, and mixed approaches*(4th ed.). Thousand Oaks, CA: SAGE.
- Siedman. I. (2013). *Interviewing as Qualitative Research: A guide for Researchers in Education and The Social Science* (4th ed.). Teacher College Press: NY.
- Wills.J.W. (2008). *Qualitative Research in Education*. US: Library of Congress Cataloging.

POF7004 Perancangan Pendidikan(3 Jam Kredit)
POF7004 Educational Planning (3 Credit hours).

Sinopsis/*Synopsis*

Kursus ini akan memberi gambaran tentang trend terkini dalam perancangan pendidikan terutamanya berhubung konsep, proses dan teknik-teknik serta pendekatan dalam perancangan pendidikan. Topik-topik yang akan dibincangkan adalah pendekatan permintaan sosial, perancangan tenaga kerja, kadar pulangan, analisis kos-faedah dan kos-keberkesanan, integrasi penyelidikan dan perancangan, permintaan dan penawaran guru-guru, pendidikan teknik dan vokasional dan juga pendidikan swasta. Perancangan desentralisasi, pengurusan berasaskan sekolah, perancangan strategik dalam organisasi, kos dan pembiayaan pembangunan pendidikan dan isu-isu perancangan pendidikan akan diperbincangkan secara terperinci.

The course will give the students an overview on the current trends in educational planning; especially its concepts, process and techniques and approaches in educational planning. Topics to be discussed will be Social Demand Approach, Manpower Planning Approach, Rate of Return, Cost-benefit and Cost-effectiveness Analysis, Techniques and Models of Educational Planning, Integrating Planning and Research, Demand and Supply for Teachers, Technical and Vocational Education and Private Education. Decentralization planning, School-based Management, Strategic Planning in educational organization, cost and financing of educational development, and issues in Educational Planning will be discussed in details.

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:

- Forojalla, S.B. (1995). *Educational Planning for Development*. London: St. Martin Press.
- Hall, R.H. (2006). *Organizations: Structures, processes, and outcomes* (6th ed.). Englewood Cliffs, NJ: Prentice Hall
- Kaufman, R., Herman, J & Watters, K. (2002). *Education Planning: Strategic, Tactical and Operational*. London: A Scarecrow Education Book.
- Ministry of Education (2013). *Malaysian Education Blueprint 2013-2025*. Kuala Lumpur: The National Printer

POF7005 Pentadbiran Pendidikan (3 Jam Kredit)
POF7005 Educational Administration (3 Credit hours)

Sinopsis/*Synopsis*

Kursus ini memperkenalkan pelajar kepada pentadbiran pendidikan sebagai satu bidang penyelidikan. Secara umum tujuan dari kursus ini adalah untuk meningkatkan pengetahuan pelajar dan mampu berfikir, serta untuk memperluaskan perspektif mereka tentang pentadbiran pendidikan sebagai tugas dan sebagai sebuah proses. Pelajar akan didedahkan tentang realiti sesebuah organisasi dan melihatnya dalam bentuk pergeseran paradigma, serta memahami pelbagai andaian dalam teori organisasi. Para pelajar akan memperolehi pengetahuan dan kosa kata kerja pentadbiran dan pengurusan pendidikan dan membincangkan isu-isu berkaitan dengan produktiviti. Kursus ini akan bermula dengan perbincangan singkat tentang perkembangan pentadbiran pendidikan, evolusi dan perubahan dalam berfikir dalam pentadbiran pendidikan mahupun pengembangan saat ini dsalam kajian serta analisis organisasi. Topik yang akan dibahas meliputi kepemimpinan pendidikan, pentadbiran pendidikan dan fungsi kepemimpinan pentadbir pendidikan.

The course will introduce educational administration as a research area to students. Generally, the course has the purpose to improve student knowledge and way of thinking, enhance the perspective on educational administration as one particular task and process. Students will be exposed on the reality of organization and view it as a clash of paradigms and understanding various probability and organization theory. Students will also gain knowledge and important terms of educational administration and management and discuss on the issues regarding productivity. This course will begin with brief discussion on the evolution of educational administration, changes in the way of thinking and current movement in the educational research and analysis. Topics that will be debated covers area of educational leadership, educational administration and the function of leadership in educational administration.

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:

- Barrett, D. J. (2014). *Leadership Communication(* 4th ed.). International Student Edition. New York: McGraw-Hill.
- Hall, R.H. (2006). *Organizations: Structures, processes, and outcomes* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Harris, P. R. (2013). *Developing High Performance Leaders*. London: Routledge.
- Hoy, W. K. & Miskel, C.G. (2013). *Educational administration: Theory, research and practice* (International Student Edition). NY: McGraw-Hill
- Hoyle, E. (2002). *The politics of school management*. London: Hodder and Stoughton.

POF7006 Perundangan Pendidikan(3 Jam Kredit)
POF7006 Educational Law(3 Credit Hours)

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 diaplikasikan di dalam siatuasi 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: *Bahasa Malaysia / 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)

POF7007 Politik dan Dasar Pendidikan (3 Jam Kredit)
POF7007 Politics and Policies in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Tujuan kursus ini adalah untuk membina kemahiran berfikir dalam mengkaji, menganalisis dan berhujah tentang dinamik kumpulan berkepentingan dalam arena pendidikan dan proses pembinaan negara bangsa. Analisis komparatif akan dibuat terhadap lanskap politik dan dasar pendidikan serta kurikulum di beberapa negara bagi memahami beberapa teori politik, social, matlamat, dan nilai masyarakat. Kursus ini memfokuskan kepada perkembangan politik, agenda politik dan agenda dasar pendidikan dalam proses pembangunan sosial, ekonomi, politik dan budaya di Malaysia antara tahun 1950-an hingga dekad 2000-an. Nilai-nilai politik dalam masyarakat dan nilai-nilai dasar pendidikan turut dibincangkan. Prinsip-prinsip penting ialah utilitarianisme, libertarinisme, pragmatism, ketauhidan, konfusianisme dan Gandhisme. Pemikiran polisi difokuskan kepada peringkat pengenalan isu dan masalah, peringkat penggubalan, peringkat pelaksanaan dan peringkat penilaian polisi.

The purpose of this course is to develop students' cognitive skills in examining, analysing, debating, and interpreting the interactions or relationships among numerous political groups in the education arena and nation-building process. Comparative analysis will be made on political landscapes and education policies and curriculum of several countries in order to understand some political and sociological theories, goals, and values. This course focuses on political development, political agenda, and policy agenda in the process of national development in the decades between 1950 and 2000. Discussion includes some important principles such as utilitarianism, liberty, pragmatism, tawheed, Confucianism, and Gandhism. Policy thinking skills are focused on identification of policy problems, policy formulation, policy implementation, and policy evaluation.

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:

- Cooper, B.S. et al. (2014). *Handbook of Education Politics and policies*. Routledge: NY
- Michael, O.,& Howard ,W. (2006). *Racial formation in the United States*. Routledge: New York
- Barry, B. (2003). Political sociology. Minneapolis: University of Minnesota Press
- Bellah, R., et al (2002). The good society. Vintage Book : New York

POG7005 Aplikasi Teknologi Dalam Pelaksanaan Kurikulum (3 Jam Kredit)
POG7005 Application of Technology in Curriculum Implementation (3 Credit Hours)

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 analyze 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 Akhir: 30%
Assessment Method: *Continuous Assessment: 70%, Final 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. & Doering, A.H. (2013). *Integrating educational technology into teaching*. USA: Pearson

PQB7002 Pengurusan Organisasi Pendidikan (3 Jam Kredit)
PQB7002 Management of Educational Organisations (3 Credit Hours)

Sinopsis/*Synopsis*
Kursus ini memberikan makluman tentang perkembangan dalam pengurusan pendidikan pada hari ini dan sebelum dan bagaimana ianya terhasil 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 kepelbagaian 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- Daft, R.L. (2013). *Organisational Theory and Design.* South Western Cengage learning: Ohio
- Jones, G. (2012). O*rganizational Theory, Design, and Change: Global Edition*. Pearson: USA.
- Shafriz, J.M. & Steven, O.J. (2011). *Classics of Organizational Theory, (5th Edition)*. Orlando: Harcourt.

PQB7005 Pengurusan Sumber Manusia dalam Pendidikan (3 Jam Kredit)
PQB7005 Human Resource Management in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Di antara pendidik-pendidik profesional yang berkhidmat dalam perkhidmatan pendidikan, peranan pengurus sumber manusia adalah unik. Gerakerja sekolah, berbeza dengan pengurusan perniagaan kerana ia berasaskan 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: *Bahasa Malaysia / English*

Rujukan Utama:
Main References:

- Dessler, G. (2013). *Human Resource Management(* 13th.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(* 8th.ed.). Boston: Pearson Education, Inc.

PQB7011 Perancangan Kewangan dan Ekonomi Pendidikan (3 Jam Kredit)
PQB7011 Financial Planning and Economics of Education (3 Credit Hours)

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: *Bahasa Malaysia / 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.

Program *Programme*	:	**Sarjana Pendidikan (Pendidikan Khas)** ***Master of Education (Special Education)***
Kod Program *Programme Code*	:	**POL**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Pendidikan Khas) adalah seperti berikut:
Admission requirements for the Master of Education (Special Education) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a) Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b) Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c) Diploma Pendidikan dari Institusi yang diiktiraf oleh Senat; **ATAU**
*Diploma in Education from an institution recognised by the Senate; **OR***

d) Pengalaman tidak kurang daripada satu tahun dalam bidang yang berkaitan dengan Pendidikan Khas; **ATAU**
*Teaching experience of no less than one year in the field related to Special Education; **OR***

e) Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate
dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Program Sarjana Pendidikan (Pendidikan Khas) bertujuan untuk menghasilkan warga pendidik yang dinamik dan reflektif yang dilengkapi pengetahuan mantap dan berupaya memantau dan memperbaiki amalan mereka serta boleh mengaplikasi pengetahuan praktikal, teori pendidikan dan penyelidikan untuk menyelesaikan masalah yang berkaitan dengan bidang pendidikan khas.

Programme Aim

The Master of Education (Special Education) Programme aims to produce educators who are dynamic, reflective, equipped with sound knowledge, and are able to monitor and improve educational practices as well as to be able to apply the knowledge, educational theories and research to solve problems related to special education.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of the programme, student will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Meneroka secara mendalam pengetahuan dalam bidang pendidikan khas *Explore in depth knowledge pertaining to the field of special education*
PO2	Mengintegrasi pengetahuan dalam bidang pendidikan khas melalui kemahiran praktikal seperti pengajaran, penilaian dan penyelidikan *Integrate knowledge in the field of special education through practical skills such as teaching, assessment and research*
PO3	Mengaplikasikan kemahiran dan tanggungjawab sosial terhadap isu semasa dalam bidang pendidikan khas *Apply social skills and responsibilities on current issues related to the field of special education*
PO4	Mengamalkan nilai etika, sikap keprihatinan dan amalan profesionalisme dalam bidang pendidikan khas *Practise ethical values, awareness and professionalism in the field of special education*

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
PO5	Mengaplikasikan kemahiran komunikasi, kepimpinan dan kerja berpasukan dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang pendidikan khas *Apply communication, leadership, and team work skills with various parties in conducting activities related to the field of special education*
PO6	Menganalisis isu dalam bidang pendidikan khas secara kritis dan menyelesaikan masalah dengan kemahiran saintifik *Analyse issues pertaining to special education critically and solve them with scientific skills*
PO7	Mengamalkan kemahiran pengurusan maklumat dan pembelajaran sepanjang hayat dalam bidang pendidikan khas *Practice information management and life-long learning skills in the field of special education*

6. Struktur Program

Struktur Program Pendidikan (Pendidikan Khas) berasaskan pendekatan bersifat kontemporari untuk melahirkan pendidik yang cemerlang dalam bidang pendidikan khas. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara, Pelan Transformasi Negara serta Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi).

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Dua Belas (12) jam kredit bagi kursus teras, Tiga (3) jam kredit bagi kursus pilihan dan Tiga Puluh (30) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, pembentangan, kerja projek, perbincangan bersemuka dan forum dalam talian, dan pembelajaran teradun (*blended learning*).

Programme Structure
The Master of Education (Special Education) Programme structure is based on a contemporary approach to producing outstanding special educators. 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).

The programme comprises Forty Five (45) credit hours that includes Twelve (12) credit hours for the Program Core Courses, Three (3) credit hours for Elective Courses and Thirty (30) credit hours for dissertation involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

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

POL 7001	Kaedah Penyelidikan dalam Pendidikan Khas *Research Methodology in Special Education*	3 kredit *credits*
POL 7002	Perkembangan Pendidikan Khas *Development in Special Education*	3 kredit *credits*
POL 7003	Kurikulum, Penaksiran dan Penilaian bagi Kanak-Kanak Berkeperluan Khas *Curriculum, Assessment, and Evaluation for Children with Special Needs*	3 kredit *credits*
POL 7004	Pendekatan Pengajaran untuk Pelajar Ketidakupayaan Ringan, Sederhana, dan Serius *Instructional Approach for Students with Mild, Moderate and Severe Disabilities*	3 kredit *credits*

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

POL 7005	Diagnosis dan Pemulihan dalam Bacaan *Diagnosis and Remedial in Reading*	3 kredit *credits*
POL 7006	Terapi dan Intervensi untuk Pelajar Berkeperluan Khas *Therapy and Intervention for Students with Special Needs*	3 kredit *credits*
POL 7007	Matematik untuk Pelajar Berkeperluan Khas *Mathematics for Students with Special Needs*	3 kredit *credits*
PON 7008	Psikologi Kanak-Kanak Berbakat *Psychology for the Gifted*	3 kredit *credits*

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	30 kredit *credits*

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
PROGRAM SARJANA PENDIDIKAN (PENDIDIKAN KHAS)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)
MASTER OF EDUCATION (SPECIAL EDUCATION) PROGRAMME

KOMPONEN / *COMPONENT*	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT / *TOTAL CREDIT*
	MATA PELAJARAN / *SUBJECT*	KREDIT / *CREDIT*	MATA PELAJARAN / *SUBJECT*	KREDIT / *CREDIT*	MATA PELAJARAN / *SUBJECT*	KREDIT / *CREDIT*	
Kursus Teras /*Core Courses (Wajib/Compulsory)*	POL 7001 Kaedah Penyelidikan dalam Pendidikan Khas *Research Methodology in Special Education* POL 7002 Perkembangan Pendidikan Khas *Development in Special Education*	3 3	POL 7003 Kurikulum, Penaksiran dan Penilaian bagi Kanak-Kanak Berkeperluan Khas *Curriculum, Assessment, and Evaluation for Children with Special Needs* POL 7004 Pendekatan Pengajaran untuk Pelajar Ketidakupayaan Ringan, Sederhana, dan Serius *Instructional Approach for Students with Mild, Moderate and Severe Disabilities*	3 3			12
Kursus Elektif (Pilih Satu) / *Elective Courses (Select One)*	POL 7005 Diagnosis dan Pemulihan dalam Bacaan *Diagnosis and Remedial in Reading* POL 7006 Terapi dan Intervensi untuk Pelajar Berkeperluan Khas *Therapy and*	3 3	POL 7007 Matematik untuk Pelajar Berkeperluan Khas *Mathematics for Students with Special Needs* PON 7007 Psikologi	3 3			3

	Intervention for Students with Special Needs		Kanak-kanak Berbakat *Psychology for the Gifted*				
Disertasi / *Dissertation*			POX 7002 Disertasi (P)	15	POX 7002 Disertasi (P) *Dissertation (P)*	15	30
Jumlah Kredit / *Total Credit*		9		21		15	45

JUMLAH KREDIT: 45 JAM KREDIT/ *TOTAL CREDIT: 45 CREDIT HOURS*

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau

kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POL7001 Kaedah Penyelidikan dalam Pendidikan Khas (3 Jam Kredit)
POL7001 Research Methodology in Special Education (3 Credit Hours)

Sinopsis/*Synopsis*

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan khas. Antara aspek yang dibincangkan adalah seperti: (1) konsep asas dan isu dalam penyelidikan pendidikan khas; (2) mengenal pasti pelbagai reka bentuk yang sesuai untuk penyelidikan dalam pendidikan khas; (3) memilih dan mengaplikasi reka bentuk yang sesuai dalam menangani isu yang dihadapi oleh individu berkeperluan khas dengan memberi pertimbangan kepada: tujuan, subjek, setting, pemboleh ubah dan data kajian; dan (4) merekod, meganalisis dan menginterpretasi data. Kursus ini meliputi aspek konsep dan praktikal.

Students will be introduced to the entire process of conducting research in special education. Among the topics to be discussed include: (1) basic concepts and issues in research in special education; (2) identify various designs suitable for research in special education; (3) justify and apply suitable design in resolving issues faced by individuals with special needs, with special attention given to purpose, subject, setting, variables, and research data; as well as; (4) data recording, analysis and interpretation. This course encompasses theoretical and practical aspects.

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:

- Bradbury, H. (2015). The SAGE handbook of action research, 3rd Edition. London: Sage Publication.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. *4th Edition*. Boston: Pearson.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education*. 9*th Edition*. New York: McGraw Hill, Inc.
- Gast, D. L., & Ledford, J. R. (2018). *Single case research methodology: Applications in special education and behavioural sciences*. NY: Routledge.
- Kennedy, C. H. (2004). *Single-case designs for educational research*. 1st Edition. USA: Pearson.
- Linstone, H. A., & Turoff, M. (1975). *Delphi method: Techniques and applications*. Boston: Addison-Wesley Educational Publishers Inc. (Classical book)

- Ravitch, S. M., & Carl, N. M. (2015). *Qualitative research: Bridging the conceptual, theoretical, and methodological. methods in education*. London: Sage Publication.

- Richard, S. B., Taylor, R. L., & Ramasamy, R. (2014). *Single subject research: Applications in education and clinical settings. 2nd Edition*. USA, Wadsworth: Cengage Learning.

- Riley-Tillman, T. C. (2009). *Evaluating educational interventions: single-case design for measuring response to intervention*. New York: The Guilford Press.

POL7002 Perkembangan Pendidikan Khas (3 Jam Kredit)
POL7002 Development in Special Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini adalah kursus asas dalam bidang pendidikan khas yang bertujuan memperkenalkan bidang ini kepada guru, kaunselor, pentadbir sekolah dan para profesional lain yang akan berinteraksi dengan kepelbagaian murid dari mereka yang bermasalah pembelajaran kepada mereka yang pintar cerdas dan berbakat. Topik utama termasuk asas pendidikan khas, isu-isu dalam pendidikan khas, serta teori dan pendekatan pengajaran untuk kanak-kanak berkeperluan khas seperti kanak-kanak pintar cerdas dan berbakat, kanak-kanak kurang upaya dalam pembelajaran, kanak-kanak bermasalah tingkah laku dan kecelaruan emosi dan kanak-kanak yang mengalami ketidakupayaan deria.

This is a fundamental course in special education which aims at introducing to the educators, counselors, school administrators, and semi-professional groups who have constant contact with students of diversity ranging from learning disabilities to the gifted. Important topics include basic aspects of special education, issues in special education, as well as theories and instructional approach for special children such as gifted, learning disabilities, behavioural disorder, emotional disorder and sensory disorder.

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:

- Gargiulo, R. M. (2015). *Special education in contemporary society. An introduction to exceptionality. 5th Edition*. USA: Sage Publications, Inc.

- Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education*. *12th Edition*. Boston, USA: Pearson.

- Heward, W. L. (2012). *Exceptional children: An introduction to special education*. *10th Edition*. USA: Pearson. Pellegrini, L. (2012). The common sense guide to your child's special needs. Baltimore, MD: Brookes Publishing Co., Inc.

- Smith, D. D., & Tyler, N. C. (2010). Introduction to special education: Making a difference. 7th Edition. USA: Pearson.

POL7003 Kurikulum, Pentaksiran dan Penilaian bagi Kanak-Kanak Berkeperluan Khas (3 Jam Kredit)
POL7003 Curriculum, Assessment, and Evaluation for Children with Special Need ((3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan membolehkan pelajar memahami konsep-konsep kurikulum, pentaksiran dan penilaian secara mendalam dalam konteks Malaysia. Ia juga akan memberi pelajar keyakinan bagaimana mereka boleh menggunakan kurikulum dan merancang program pentaksiran yang sesuai untuk pelajar berkeperluan khas. Kursus ini juga memberi suatu perbandingan di antara Malaysia dan Barat dari aspek kekuatan dan kelemahan sesuatu kurikulum, pendekatan pentaksiran dan penilaian. Melalui tugasan, pelajar akan mendapat pengalaman amali dan kenalpasti kebaikan dan kelemahan instrumen-instrumen yang telah digunakan di Malaysia untuk pentaksiran dan penilaian.

The aim of this course is to provide substancial knowledge on the concepts of curriculum, assessment and evaluation so that students are more confident and able to design and implement effective curriculum and assessment programmes for children with special needs. The course also provides a comparison of what is available locally and overseas and to be aware of the strengths and weaknesses of certain curriculum, as well as assessment and evaluation approach. From the assignments, students will gain practical experience and to identify the strengths and weaknesses of existing instruments used in Malaysia for the purpose of assessment and evaluation.

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:

- Mcloughlin, J. A., & Lewis, R. B. (2008). *Assessing students with special needs. 7th Edition*. Upper Saddle River, New Jersey: Pearson Education Inc.
- Overton, T. (2011). *Assessing learners with special needs: An applied approach. 7th Edition*. Boston: Pearson.
- Pierangelo, R., & Giuliani, G. (2006). The special educator's comprehensive guide to 301 diagnostic tests. San Francisco, CA: John Wiley & Sons Inc.
- Pierangelo, R., & Giuliani, G. (2012). *Assessment in special education: A practical approach.* Upper Saddle River, New Jersey: Pearson Education Inc.
- Shafton, H. G. (2012). *Making art special: A curriculum for special education art*. Colorado: Create Space Independent Publishing Platform.
- Spinelli, C. G. (2011). *Classroom assessment for students in special and general education. 3rd Edition*. Boston, MA: Pearson Education Inc.

POL7004 Pendekatan Pengajaran untuk Pelajar Ketidakupayaan Ringan, Sederhana, dan Serius (3 Jam Kredit)
POL7004 Instructional Approach for Students with Mild, Moderate and Severe Disabilities (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini mendedahkan pelajar kepada pendekatan pengajaran untuk pelajar ketidakupayaan ringan, sederhana dan serius. Fokus utama diberi kepada ciri-ciri ketidakupayaan ringan, sederhana dan serius, strategi dan teknik dalam pengajaran kursus yang relevan kepada pelajar yang mempunyai ketidakupayaan ringan dan sederhana, seperti bahasa, pembacaan, matematik dan kursus lain yang relevan. Pelajar akan didedahkan dengan pengajaran kemahiran yang relevan seperti sensori, keperluan penjagaan kesihatan dan fizikal, dan juga kemahiran sosial, sokongan tingkah laku, kehidupan harian dan kemahiran individu serta kemahiran kerja dan transisi ke alam dewasa.

This course exposes students to the instructional approaches for students with mild, moderate, and severe disabilities. Focus will be on characteristics of mild, moderate, and severe disabilities, strategies and techniques in teaching relevant subjects to those who have mild and moderate disabilities, such as language, reading, mathematics and other relevant subjects. Students will also be exposed to teaching relevant skills such as sensory, physical and health care needs, as well as social skills, behavioural support, daily living and personal skills, as well as job skills, and transition to adult life.

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:

- Boyle, J., & Scanlon, D. (2010). *Methods and strategies for teaching students with mild disabilities: A case-based approach*. Wadsworth, CA: Cengage Learning.

- Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York: The Guildford Press.

- Downing, J. E. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

- Henley, M., Algozzine, R. F., & Ramsey, R. S. (2008). *Characteristics of and strategies for teaching students with mild disabilities*. *6th Edition*. Boston, MA: Pearson Education Inc.

- Raymond, E. B. (2008). *Learners with mild disabilities: A characteristics approach*. *3rd Edition*. Boston, MA: Pearson Education, Inc.

POL7005 Diagnosis dan Pemulihan dalam Bacaan (3 Jam Kredit)
POL7005 Diagnosis and Remedial in Reading (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan meningkatkan pengetahuan dan kefahaman guru tentang fungsi bacaan yang pelbagai, prinsip dan pendekatan pengajaran bacaan. Seterusnya, kursus ini direka bentuk untuk mengenalpasti masalah bacaan spesifik dalam bilik darjah, menjalankan diagnosis dan seterusnya pemulihan terhadap masalah bacaan yang dikenalpasti. Pelajar juga diberikan pengetahuan mengenai cara penilaian yang boleh dilaksanakan bagi

mengenal pasti kelemahan kanak-kanak dalam bacaan.

This course aims at enhancing the knowledge and understanding of teachers in relation to various functions of reading, principles and instructional approach in reading. In addition, this course is designed for the purpose of identification of specific reading problem in the classroom, diagnosis, and remedial for reading problem that has been identified. Students will also learn evaluation technique for the purpose of identifying weaknesses in reading among children.

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:

- Bear, D. R., Invernizzi, M., Templeton, S. R., & Johnston, F. R. (2014). *Words their way: Word study for phonics, vocabulary, and spelling instruction. 5th Edition*. UK: Pearson Education Limited.

- Gillet, J. W., Temple, C., Temple, C., & Crawford, A. (2011). *Understanding reading problems: Assessment and instruction*. *8th Edition*. Boston: Pearson.

- Heilman, A. W., Blair, T. R.,& Rupley, W. H. (2002). *Principles and practice of teaching reading*. *10th Edition*. USA: Pearson.

- McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction. 2nd Edition*. New York: The Guilford Press.

- Shearer, A. P. & Homan, S. P. (2010). *Linking reading assessment to instruction*: *An application worktext for elementary classroom teachers. 5th Edition*. New York: Routledge.

POL7006 Terapi dan Intervensi untuk Pelajar Berkeperluan Khas (3 Jam Kredit)
POL7006 Therapy and Intervention for Students with Special Needs (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan memperkenalkan jenis-jenis terapi dan intervensi untuk pelajar berkeperluan khas. Topik utama termasuk prinsip dan kepentingan terapi dan intervensi, jenis-jenis terapi dan intervensi yang bersesuaian dengan pelajar berkeperluan khas dan impak terapi dan intervensi terhadap golongan ini. Antara jenis terapi dan intervensi yang akan dibincang dalam kursus ini termasuk: Terapi fisio, terapi fungsi kerja, terapi pertuturan dan bahasa, terapi main, terapi muzik, terapi hidro, binatang, nutrisi; dan intervensi perkembangan dan tingkah laku, intervensi psiko terapiutik, motor/sensori, bio-medikal, komunikasi alternatif dan augmentatif, serta teknologi adaptif dan bantuan.

This course introduces therapies and intervensions for students with special needs. The core topics include principles and the importance of therapies and interventions, types of therapies and interventions suitable for students with special needs and impact of therapies and intervention on them. Among the topics on therapies and interventions are: Physio therapy, occupational therapy, speech and language therapy, play therapy, music therapy, hydro therapy, animal therapy, nutrition therapy, development and behaviour intervention, psycho therapeuthic intervention, motor/sensory intervention, bio-medical intervention, augmentative and alternative communication intervention, as well as assistive technology intervention.

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:

- Barron, P. (2003). Hydrotherapy theory & technique. 3rd Edition. USA: Pine Island Publishers Inc.
- Kirk, S. (2008). Hope for the autism spectrum: a mother and son journey of insight and biomedical intervention. London, UK: Jessica Kingsley Publishers.
- Landreth, G. H. (2012). Play therapy: The art of the relationship. New York, NY: Routledge.
- Mahfuzah Zainol (2014). *Panduan terapi carakerja untuk murid istimewa*. Wilayah Persekutuan, Putrajaya, Malaysia.
- Matthews, J., & CNC. (2008). *Nourishing Hope for Autism: Nutrition and Diet Guide for Healing Our Children (ADHD, Autism, Learning and Development Delay)*. Healthful Living Media.

POL7007 Matematik untuk Pelajar Berkeperluan Khas (3 Jam Kredit)
POL7007 Mathematics for Students with Special Needs (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini berkait dengan pembelajaran matematik dan masalah yang dihadapi oleh pelajar berkeperluan khas. Pelajar akan diberi pendedahan tentng peranan kognitif dalam pembelajaran matematik, bagaimana menjalankan diagnosis dan pentaksiran masalah pembelajaran matematik, mengenalpasti corak kesalahan matematik, dan bagaimana merancang pengajaran dan aktiviti matematik bersesuaian dengan masalah matematik yang dihadapi oleh pelajar berkeperluan khas. Pelajar juga akan meneroka bidang penyelidikan yang berkait dengan pengajaran matematik kepada pelajar berkeperluan khas.

This course is related to mathematical learning and its problems faced by students with special needs. Students will be exposed to the role of cognitive in mathematical learning, how to conduct diagnosis and assessment on mathematical learning problems, to identify the error patterns, and how to plan instruction and mathematical activities relevant to the problems faced by learners with special needs. Students will also be exploring researches related to teaching of mathematics to students with special needs.
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:

- Allsopp, D. H., Kyger, M. M., & Lovin, L. H. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Baltimore, Maryland: Brookes Publishing.

- Bird, R. (2009). *Overcoming difficulties in number: Supporting dyscalculia and students who struggle with maths*. London: Sage Publications Ltd.

- Chinn, S. J. (2012). *More trouble with maths: A teacher's complete guide to identifying and diagnosing mathematical difficultis*. Oxon, OX: Routledge.

- Hannell, G. (2013). *Dyscalculia: Action plans for successful learning in mathematics*. Oxon, OX: Routledge.

- Montague, M., & Jitendra, A. K. (2006). *Teaching mathematics to middle school students with learning difficulties*. NY: The Guilford Press.

PON7008 Psikologi Kanak-Kanak Berbakat (3 Jam Kredit)
PON7008 Psychology for the Gifted (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memberi pengetahuan dan kemahiran dalam bidang psikologi kanak-kanak berbakat. Antara topik-topik yang akan dibincangkan adalah definisi kanak-kanak berbakat, ciri-ciri kanak-kanak berbakat, cara–cara mengenali kanak-kanak berbakat, pendidikan kanak-kanak berbakat, masalah kanak-kanak berbakat dan cara-cara mengatasi, pemikiran dan kajian terkini tentang kanak-kanak berbakat, berhubung dengan perspektif sejarah dan isu-isu masa kini dan penilaian kanak-kanak berbakat.

This course aims to provide an understanding of the psychology of gifted children. Among the topics that will be discussed includes the definitions of gifted children, characteristics of gifted children, approaches to the identification of gifted children, education of gifted children, problems of gifted children and how to overcome them. Latest thoughts and research on gifted children relating to historical perspective and current issues as well as the evaluation of gifted children 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:

- Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of the gifted and talented*. Upper Saddle River, N. J.: Pearson Education Inc.
- Dixon, F. A., & Moon, S. M. (2015). *The handbook of secondary gifted education*. (*2nd Ed*). Waco, TX: Prufrock Press.
- Karnes, F. A., & Bean, S. M. (2015). *Methods and materials for teaching the gifted*. (*4th Ed*). Waco, TX: Prufrock Press.

POX7002 Disertasi (30 Jam Kredit)
POX7002 Dissertation (30 Credit Hours)

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: Penilaian Berterusan (*Proposal Defense* dan *Candidature Defense*):

Peperiksaan akhir: (*viva voce*)

Assessment Method: *Continuous Assessment (Proposal Defense and Candidature Defense*):
Examination: (*viva voce*)

Rujukan Utama:
Main References:

- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). How to design and evaluate research in education. (9th Ed). 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 Ed*). Pearson.

Program *Programme*	:	**Sarjana Pendidikan (Pendidikan Awal Kanak-kanak)** ***Master of Education (Early Childhood Education)***
Kod Program *Programme Code*	:	**POB**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Pendidikan Awal Kanak-kanak) adalah seperti berikut:
Admission requirements for the Master of Education (Early Childhood Education) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan Awal Kanak-kanak dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Early Childhood Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of 3.00; **OR***

iv. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree, **AND***

a) Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b) Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c) Diploma Pendidikan Awal Kanak-kanak dari Institusi yang diiktiraf oleh Senat; **ATAU**
*Diploma in Early Childhood Education from an institution recognised by the Senate; **OR***

d) Pengalaman tidak kurang daripada satu tahun dalam bidang yang berkaitan dengan Pendidikan Awal Kanak-kanak; ***ATAU***
Teaching experience of no less than one year in the field related to Early Childhood Education; ***OR***

e) Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate
dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Program Sarjana Pendidikan (Pendidikan Awal Kanak-Kanak) bertujuan untuk melahirkan ahli profesional dalam bidang pendidikan awal kanak-kanak yang mempunyai pengetahuan dan kemahiran mendidik, mengasuh kanak-kanak, membangunkan kurikulum, menilai proses pengajaran dan pembelajaran di bilik darjah, mengurus dan mentadbir program yang berkaitan dan pendidikan awal kanak-kanak, mengenalpasti pedagogi, pendekatan proses pengajaran dan pembelajaran, sumber dan inovasi untuk mempertingkatkan pembelajaran dalam pelbagai konteks pendidikan awal kanak-kanak..

Programme Aim
The Master of Education (Early Childhood Education) programme aims to produce professionals in the field of early childhood education who are equipped with sound knowledge and instructional skills, able to care for young children, develop curriculum, evaluate teaching and learning process in the classrooms, manage and administer programmes related to early childhood education, able to identify pedagogy, teaching and learning approaches, resources and innovation in enhancing learning in various context of early childhood education.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of the programme, student will be able to:

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai teori dan pedagogi yang sesuai dalam perkembangan dan pendidikan awal kanak-kanak *Master relevant theories and pedagogies pertaining to the field of early childhood education*
PO2	Mengaplikasikan teori ke praktis sebenar di bilik darjah untuk mempertingkatkan pembelajaran dan prestasi kanak-kanak *Integrate knowledge in the field of early childhood education through practical skills*

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
	such as teaching, assessment and research
PO3	Menunjukkan minat dan keperihatinan terhadap perkembangan kanak-kanak dan dunia pendidikan awal kanak-kanak *Display interest and awareness on child development and the field of early childhood education*
PO4	Berpegang kepada standard etika dalam pendidikan dan amalan paling berkesan dalam bidang pendidikan awal kanak-kanak *Practise ethical values, awareness and best practices in the field of early childhood education*
PO5	Berkomunikasi dengan berkesan dan dapat bekerjasama dalam komuniti pendidikan awal kanak-kanak dalam kepimpinan yang sesuai dan mengikut kehendak semasa *Apply communication, leadership, and team work skills with various parties in running activities in early childhood education*
PO6	Menganalisis secara kritis penyelidikan, aliran dan isu berkaitan dengan bidang pendidikan awal kanak-kanak *Analyse issues pertaining to early childhood education critically and solve them with scientific skills*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan pendidikan awal kanak-kanak *Practice information management and lifelong learning skills related to early childhood education*

6. Struktur Program

Struktur Program Sarjana Pendidikan (Pedidikan Awal Kanak-Kanak) berasaskan pendekatan bersifat kontemporari untuk melahirkan graduan dalam pendidikan awal kanak-kanak yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara, Pelan Transformasi Negara serta Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi).

Program ini merangkumi Empat Puluh Dua (42) jam kredit yang merangkumi Sembilan (9) jam kredit bagi kursus teras, Sembilan (9) jam kredit bagi kursus elektif dan Dua Puluh Empat (24) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, pembentangan, kerja projek, perbincangan bersemuka dan forum dalam talian, dan pembelajaran teradun (blended learning).

Programme Structure

The Master of Education (Early Childhood Education) programme structure is based on a contemporary approach to producing outstanding graduates in early childhood education. The 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).

The programme comprises Fourty Two (42) credit hours that includes Nine (9) credit hours for the Programme Core Courses, Nine (9) credit hours for Specialized Elective Courses and Twenty Four (24) credit hours for dissertation involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

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

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POB 7001	Perkembangan Kanak-Kanak *Child Development*	3 kredit *credits*
POB 7008	Kurikulum dalam Pendidikan Awal Kanak-Kanak *Curriculum in Early Childhood Education*	3 kredit *credits*

Kursus Elektif (Pilih Three) / *Elective Courses (Select Three)*

POB 7003	Organisasi dan Pentadbiran Program Pendidikan Awal Kanak-kanak *Organization and Management of Early Childhood Programme*	3 kredit *credits*
POB 7004	Bahasa dan Literasi Awal Kanak-Kanak *Language and Literacy in Early Childhood*	3 kredit *credits*
POB 7005	Mainan dan Peluahan Kreatif dalam Pendidikan Awal Kanak-kanak *Play and Creative Expression*	3 kredit *credits*
POB 7006	Intervensi Awal Kanak-Kanak *Early Childhood Intervention*	3 kredit *credits*
POB 7007	Tren dan Isu dalam Pendidikan Awal Kanak-Kanak *Trend and Issues in Early Childhood Education*	3 kredit *credits*
POD 7006	Pengajaran Matematik Masa Awal Kanak-Kanak. *Teaching of Mathematics in Early Childhood*	3 kredit *credits*

Disertasi / *Dissertation*

POB 7002	Disertasi *Dissertation*	*24* kredit *credits*

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
PROGRAM SARJANA PENDIDIKAN (PENDIDIKAN AWAL KANAK-KANAK)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)
MASTER OF EDUCATION (EARLY CHILDHOOD EDUCATION) PROGRAMME

KOMPONEN / *COMPONENT*	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT / *TOTAL CREDIT*
	MATA PELAJARAN / *SUBJECT*	KREDIT / *CREDIT*	MATA PELAJARAN / *SUBJECT*	KREDIT / *CREDIT*	MATA PELAJARAN / *SUBJECT*	KREDIT / *CREDIT*	
Kursus Teras / *Core Courses*	POX 7001 Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3					9
	POB 7001 Perkembangan Kanak-Kanak *Child development*	3					
	POB 7008 Kurikulum dalam Pendidikan Awal Kanak-Kanak *Curriculum in Early Childhood Education*	3					

Kursus Elektif (Pilih Tiga) / *Elective Courses (Select Three)*	POB 7003 Organisasi dan Pentadbiran Program Pendidikan Awal Kanak-Kanak *Organization and Management of Early Childhood Programme* POB 7004 Bahasa dan Literasi Awal kanak-kanak *Language and Literacy in Early Childhood* *POB 7005 Mainan dan Peluahan Kreatif dalam Pendidikan Awal Kanak-Kanak Play and Creative Expression* POB 7006 Intervensi Awal Kanak-Kanak *Early Childhood Intervention*	3 3 3 3	POB7007 Tren dan Isu dalam Pendidikan Awal Kanak-Kanak *Trend and Issues in Early Childhood Education* POD *7006* Pengajran Matematik Masa Awal Kanak-Kanak *Teaching of Mathematics in Early Childhood*	3 3			9
Disertasi / *Dissertation*			POB 7002 Disertasi (P) / *Dissertation (P)*	12	POB 7002 Disertasi (P) / *Dissertation (P)*	12	24
Jumlah Kredit / *Total Credit*		15		15		12	42

JUMLAH KREDIT: 42 JAM KREDIT/ *TOTAL CREDIT: 42 CREDIT HOURS*

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

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

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: 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., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. (8th ed)*. Wadsworth, USA: Cengage Learning.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4thed)* 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. (9thed)* New York: McGraw Hill, Inc.

- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches. (2nd ed).* Boston: Pearson Education Inc.

POB7001 Perkembangan Kanak-kanak (3 Jam Kredit)
POB7001 Child Development (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memberi pelajar pengetahuan asas mengenai perkembangan kanak-kanak. Topik perkembangan yang dibincangkan termasuk perkembangan bahasa, perkembangan kognitif dan psikososial. Teori, pola serta faktor yang mempengaruhi perkembangan akan dibincangkan.

This course provides students with a basic knowledge of children's development. Development topics discussed include language development, cognitive and psychosocial development. Theories, patterns and factors that influence development 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:

- Berk, L.E. (2012). *Child development*, 9th Edition. Pearson Publisher.

- Fieldman, R. S. (2012). *Child development*. Pearson Publisher.

- Levine, L.E. (2013). *Child development: An Active Learning Approach*, 2nd Edition. SAGE Publication.

- Santrock, J. (2013). *Child development: An introduction*, 14th Edition. Mc GrawHill.

POB7008 Kurikulum dalam Pendidikan Awal Kanak-Kanak (3 Jam Kredit)
POB7008 Curriculum in Early Childhood Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan meneliti teori kurikulum dan amalan dari perspektif pendidikan awal kanak-kanak seperti Montessori, Reggio Emilia, High Scope dan Amalan Bersesuaian Dengan Perkembangan (Developmentally Appropriate Practice) serta kurikulum pendidikan awal kanak-kanak di luar negara dan Malaysia. Aspek-aspek penting yang berkaitan dengan pelaksanaan kurikulum pendidikan awal kanak-kanak secara berkesan juga akan dibincangkan. Tumpuan adalah kepada usaha mengenal pasti isu dan masalah bagi tujuan penyelidikan. *The course focuses on the theories and practices in early childhood education such as Montessori, Reggio Emilia, High Scope and developmentally appropriate practice. This course also gives students the opportunity to analyze the curriculum of early childhood education in Malaysia and other countries. Focus will be given to the issues of implementation of the curriculum within the context of children learning.*

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:

- File, N., Mueller, J. J., Wisneski, D. B. (2012). *Curriculum in early childhood education*. Roudledge: Taylor & Francis Publisher.

- Word, Z. (2012). *Play, learning and the early childhood curriculum*. Third edition. SAGE Publication.

POB7003 Organisasi dan Pentadbiran Program Pendidikan Awal Kanak-kanak (3 Jam Kredit).
POB7003 Organization and Management of Early Childhood Programme (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memberi pelajar asas pengetahuan mengenai penubuhan dan organisasi serta pentadbiran program awal kanak-kanak dari masa selepas lahir hingga ke prasekolah (organisasi taska dan tadika). Kursus ini akan membincang secara terperinci konsep pengurusan dan pentadbiran program awal kanak-kanak, keperluan penubuhan program taska dan tadika, structur organisasi dan teori organisasi, kemahiran-kemahiran pengurusan yang meliputi pengurusan persekitaran, program pemakanan, kesihatan dan keselamatan, pengurusan sumber manusia dan penilaian program.

This course gives an input on the system of organizing and managing an early childhood education program for infant, toddler and early young children. Discussion will also include the concept of managing and administrating the set up of early childhood education programme that includes the needs of the organisation, skills needed and the human resource staffing.

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:

- Bloom, P.J., Hentschel, A., Bella, J. (2010). *A Great place to work creating a healthy organizational climate*. New Horizons Publisher.

- Click, P. & Karkos, K.A. (2013). *Administration of programs for young children*, 9th edition. Belmont, CA: WADSWORT Cangage Learning.

- Talan, T.N. & Bloom, P.J. (2011). *Program administration scale: Measuring early childhood leadership and management*, second edition. Amazon Publisher.

POB7004 Bahasa dan Literasi Awal Kanak-Kanak (3 Jam Kredit)
POB7004 Language and Literacy in Early Childhood (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan memberi kefahaman kepada pelajar tentang teori dan amalan perkembangan bahasa, kesusasteraan dan literasi peringkat awal kanak-kanak. Kursus ini akan memperlihatkan pemerolehan bahasa peringkat awal dan penggunaan kesusasteraan bagi memurnikan perkembangan bahasa kanak-kanak. Faktor-faktor mempengaruhi pemerolehan bahasa dan aspek kesusasteraan yang penting dalam perkembangan bahasa yang dikaji. Kursus ini juga akan mengkaji isu-isu berkaitan dengan bacaan dengan bacaan dan penulisan peringkat awal, konteks budaya literasi awal dan peranan ahli profesional dan ibu bapa dalam memajukan literasi. Aspek-aspek metodologi yang membantu perkembangan literasi juga akan dibincangkan. Berdasarkan kepada teori yang dikaji dan pengalaman pengajaran yang dibincangkan perkaitan di antara perkembangan bahasa dan implikasi kurikulum akan diterokai.

The course intends to give an understanding to the students on theoretical aspects on the language literacy of early childhood. The course will also look at the early acquisition of language and literature in young children so as to help in the development of children's language. Factors affecting the acquisition of language and literacy of young children will also be part of the discussion in the course. This course will also investigate issues related to reading and writing at the early stage, the cultural context of early literacy and the role of professionals and parents in promoting literacy. Methodological aspects of supporting literacy development will also be included. The course will also explore research pertaining to the literacy of early childhood education and the implementation of the curriculum.

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:

- Fellowes, J. & Oakley, G. (2011). *Language, literacy and early childhood education*. OUP Australia and New Zealand Publisher.

- Jalongo, M.R. (2014). *Early childhood language arts*, 6th edition. Pearson.

- Rhyner, P.M. (2009). *Emergent literacy and language development: Promoting learning in early childhood*. Amazon Publisher.

- Shanahan, T. & Lonigan, C. (2012). *Early childhood literacy: The national early literacy panel and beyond.* Brookes Publishing.

POB7005 Mainan dan Peluahan Kreatif (3 Jam Kredit)
POB7005 Play and Creative Expression (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertumpu kepada proses main dan perluahan kreatif yang berkaitan dengan identifikasi matlamat, pengembangan program, pelaksanaan, dan penilaian. Kursus ini juga akan meneliti aliran semasa dalam reka bentuk dan isi kandungan, skop dan susunan, inovasi, dan proses mainan dan perluahan kreatif. Tumpuan

adalah kepada usaha mengenal pasti isu dan masalah bagi tujuan penyelidikan.

The course focuses on the concept and process of play and creative expression; particularly that is related to the children development and identification of the goal in early young education, development of the programme, its implementation and evaluation. This course also gives students the opportunity to analyse the current trend in the curriculum design and content, scope and organization, innovation and the process of play and creative expression. 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:

- Bringolf-Isler, B., Grize, L., Maeder, U., Ruch, N., Sennhauser, F. H., Braun-Fahrlaender, C., & SCARPOL Team. (2010*). Built environment, parents' perception, and children's vigorous outdoor play*. Preventive Medicine, *50*(5-6), 251-256.

- Fox, J.E. & Schirrmacher, R. (2012). *Art and creative development for young children,* 8th edition, Cangage Learning.

- Mariani Md Nor, Adelina Asmawi, & Lau, P. L. (2014). *Understanding play in children's world.* Pearson Publication Sdn Bhd.

POB7006 Intervesi awal kanak-kanak (3 Jam Kredit)
POB7006 Early Childhood Intervention (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini melibatkan pengenalpastian awal, perkhidmatan,sokongan dan intervensi untuk kanak-kanak, dari lahir sehingga 4 tahun, yang menunjukkan kelewatan dalam perkembangan yang menimbulkan risiko masalah pembelajaran (LD). Perkembangan mungkin dikaitkan dengan variasi individu dalam kadar dan corak kematangan, faktor persekitaran seperti pendedahan kepada bahasa, dan kualiti peluang pembelajaran. Indikasi awal yang kanak-kanak mungkin mengalami masalah pembelajaran termasuk masalah perkembangan pertuturan dan bahasa, koordinasi motor, persepsi, pentaakulan, interaksi sosial, prasyarat pencapaian akademik dan bidang lain yang relevan kepada pencapaian objektif pembelajaran. Indikator ini boleh kelihatan seiringan dengan masalah regulasi kendiri, penumpuan, atau interaksi sosial. Kursus ini juga mengambil kira wacana masa kini dalam pendidikan awal kanak-kanak yang berfokus kepada perbezaan dalam falsafah dan imej ketidakupayaan dan perkaitan variasi tersebut dengan konsep penilaian bermakna, hak keluarga dan kanak-kanak, terangkuman (inclusion), gabungjalinan dengan ibu bapa dan ahli profesion, pendekatan kepada kurikulum dan penggunaan alat teknologi dalam praktis.

This course addresses early identification, services, supports, and intervention for young children, birth through 4 years, who demonstrate delays in development that may place them at risk for later identification as having a learning disability (LD). Development may be related to individual variations in rates and patterns of maturation, environmental factors such as language exposure, and quality of learning opportunities. Early indicators that a child may have LD include delays in speech and language development, motor coordination, perception, reasoning, social interaction, prerequisites to academic achievement and other areas relevant to meeting educational goals. These indicators may occur concomitantly with problems in self-regulation, attention, or social interaction. This course will also consider current debates in early childhood special education focussed around divergence in philosophy and images of disability and the relationship of these variations to concepts of meaningful assessment, child and family rights, inclusion, partnerships with parents and professionals, approaches to curriculum and incorporation of technological tools into practice.

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:

- Buysse, V., Feinberg, E. S., Ginsburg, H. P. (2013*). Handbook of response to intervention in early childhood.* Brooks Publishing.

- Odom, S. L., Hanson, M. J., Blackman, J. A., & Kaul, S. (2003). *Early intervention practices around the world.* Paul H. Brookes Pub Co., London.

- Shonkoff, J.P., & Neisels, S. J. (2000). *Handbook of early childhood intervention.* Cambridge University Press. UK.

- Talay-Ongam, A. (2004). *Early development risk and disability: relational contexts.* Pearson Education, Frenchs Forest, NSW.

POB7007 Tren dan Isu dalam Pendidikan Awal Kanak-Kanak (3 Jam Kredit)
POB7007 Trend and Issues in Early Childhood Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan meneliti teori, kurikulum dan amalan dari perspektif pendidikan awal kanak-kanak. Program dan kurikulum di Malaysia akan dibincangkan dan juga dibuat perbandingan dengan program dan kurikulum di Negara lain. Selain itu, tumpuan adalah kepada usaha mengenal pasti isu dan masalah bagi tujuan penyelidikan.

The course aims at identifying theories, curriculum and perspectives in early childhood education. Discussion will also involve the comparative curriculum in Malaysia and elsewhere. The course also focuses on the effort of identifying issues for research purposes.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination: 40%*

Bahasa Pengantar: Bahasa Malaysia/Bahasa Inggeris
Medium of Instruction: *Bahasa Malaysi /English*

Rujukan Utama:
Main References:

- Feeney, S. (2009). *Continuing issues in early childhood education,* Third Edition. Pearson.

- Isenberg, J.P. & jalongo, M.R. (2003). *Major trends and issues in early childhood education*, 2nd Edition. Teacher College Press.

- Wortham, S.C. (2011). *Current issues and trends in assessment in early childhood education*. Pearson Allyn Bacon Prentice Hall.

POD7006 Pengajaran Matematik Masa Awal Kanak-Kanak (3 Jam Kredit)
POD7006 Teaching of Mathematics in Early Childhood (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk membantu para pelajar memahami kaedah yang berkesan untuk mengajar matematik masa awal kanak-kanak. Antara topik yang dibincangkan termasuklah kandungan matematik dalam kurikulum prasekolah, asas psikologi bagi pengajaran matematik masa awal kanak-kanak, pengajaran untuk pemahaman dan pembinaan, model bersepadu bagi pengajaran matematik masa awal kanak-kanak, pengajaran nombor dan konsep pengangkaan, perkembangan pemikiran geometri dan pengajaran pengukuran dalam matematik prasekolah. Kursus ini juga akan membincangkan idea penyelidikan yang berkait dengan pengajaran matematik masa awal kanak-kanak.

The aim of this course is to assist students in understanding the suitable methods in teaching early mathematics to children. Topics of discussion include among others the mathematics content in the preschool curriculum, psychological basis in teaching early mathematics, teaching for understanding and construction of knowledge, an integrated model of teaching early mathematics, teaching of numbers and numerals, the development of geometrics thinking and measurement in early mathematics. This course will also discuss research ideas related to teaching or early mathematics for children.

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:

- Parks, A.N. (2014). *Exploring mathematics through play in the early childhood classroom*. Columbia: Teachers College Press.
- Reys, R. Lindquist, M. Lambdin, D. V. & Smith, N. L. (2009). *Helping children team mathematics*, 9th edition. John Willey.
- Sarama, J. & Clements, D. H. (2009). *Early mathematics education research: Learning trajectories for young children*. New York: Routledge.
- Smith, S. S. (2012). *Early childhood mathematics*. International Edition. Pearson High Education.
- The Early Math Collaborative- Erikson Institute. (2013). *Big ideas of early mathematics: What teachers of young children need to know* (Practical Resources in ECE). US: Pearson.

POB7002 Disertasi (24 Jam Kredit)
POB7002 Dissertation (24 Credit Hours)

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 diselia oleh seorang penyelia sepanjang proses ini. Satu disertasi 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 dissertation will

be submitted for examination.

Kaedah Penilaian: Penilaian Berterusan (*Pembentangan Proposal dan Pembentangan Laporan Penyelidikan*):
Assessment Method: *Continuous Assessment (Proposal Presentation and Research Report Presentation*):

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. (9th ed).* 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 ed).* Pearson.

Program *Programme*	:	**Sarjana Pendidikan (Pengukuran dan Penilaian)** ***Master of Education (Measurement and Evaluation)***
Kod Program *Programme Code*	:	**POM**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Pengukuran dan Penilaian) adalah seperti berikut:
Admission requirements for the Master of Education (Measurement and Evaluation) programme are as follows:

i. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a) Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b) Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c) Diploma Pendidikan dari Institusi yang diiktiraf oleh Senat; **ATAU**
*Diploma in Education from an institution recognised by the Senate; **OR***

d) Pengalaman tidak kurang daripada satu tahun dalam bidang yang berkaitan dengan Pendidikan Khas; **ATAU**
*Teaching experience of no less than one year in the field related to Special Education; **OR***

e) Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
*A professional qualification 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 qualifications recognised by the Malaysian Government and approved by the University of Malaya Senate .

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognized by the Government of Malaysia and approved by the University of Malaya Senate
dan / *and*

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

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Program Sarjana Pendidikan (Pengukuran dan Penilaian) bertujuan untuk melahirkan ahli profesional dalam bidang pengukuran dan penilaian yang mempunyai pengetahuan dan kemahiran yang mencukupi. Selain itu, program ini dapat melahirkan individu yang menguasai teknik membina ujian, analisis psikometri ujian, penilaian program serta menganalisis hasil ujian untuk mempertingkatkan pembelajaran dalam pelbagai konteks pengukuran dan penilaian dalam pendidikan.

Programme Aim

The Master of Education (Measurement and Evaluation) programme aims to produce professionals in the field of measurement and evaluation with sufficient knowledge and skills. Additionally, the programme aims to produce individuals who master the techniques to develop tests, analysis of psychometric tests, programme evaluation and analysis of test results to improve teaching in various measurement and evaluation contexts in education.

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5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of the programme, student will be able to;

Domain MQF	**Hasil Pembelajaran / *Learning Outcomes***
PO1	Menguasai pengetahuan dalam bidang pengukuran dan penilaian *Master the knowledge in measurement and evaluation*
PO2	Mempraktikkan bidang pengukuran dan penilaian melalui pengajaran, penilaian dan penyelidikan dengan menggunakan teknologi komunikasi dan maklumat *Apply measurement and evaluation through teaching, assessment and research by using information and communication technology*
PO3	Mempamerkan sikap keprihatinan terhadap isu semasa yang berkaitan dengan bidang pengukuran dan penilaian *Apply social skills and responsibilities on current issues related to the field of measurement and evaluation*
PO4	Mengaplikasikan etika dan amalan terbaik secara profesional dalam bidang pengukuran dan penilaian *Practise ethical values, awareness and professionalism in the field of measurement*

Domain MQF	Hasil Pembelajaran / *Learning Outcomes*
	and evaluation
PO5	Mempamerkan nilai kepimpinan dan kerjasama dengan pelbagai pihak bagi melaksanakan aktiviti dalam bidang pengukuran dan penilaian *Apply communication, leadership, and team work skills with various parties in running activities in measurement and evaluation*
PO6	Menganalisis secara kritis, teori, polisi dan aliran kontemporari berkaitan bidang pengukuran dan penilaian *Analyse issues pertaining to measurement and evaluation critically and solve them with scientific skills*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan pengukuran dan penilaian *Practice information management and lifelong learning skills related to measurement an evaluation*

6. Struktur Program

Struktur Program Sarjana Pendidikan (Pengukuran dan Penilaian) berasaskan pendekatan bersifat kontemporari untuk melahirkan graduan dalam pengukuran dan penilaian yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara, Pelan Transformasi Negara serta Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi).

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Dua Belas (12) jam kredit bagi kursus teras, Tiga (3) jam kredit bagi kursus elektif dan Tiga Puluh (30) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure
Master of Education (Measurement and Evaluation) Programme structure is based on a contemporary approach to producing outstanding graduates in measurement and evaluation. The 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).

The programme comprises Fourty Five (45) credit hours that includes Twelve (12) credit hours for the Program Core Courses, Three (3) credit hours for Specialized Elective Courses and Thirty (30) credit hours for dissertation involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches.

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

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POM 7002	Pengukuran dan Penilaian dalam Pendidikan *Measurement and Evaluation in Education*	3 kredit *credits*
PQX 7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit *credits*
POM 7001	Teori Pengukuran *Measurement Theory*	3 kredit *credits*

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

POM 7003	Asas Analisis Faktor *Fundamentals of Factor Analysis*	3 kredit *credits*
POM 7004	Rekabentuk Instrumen dan Pembinaan Item *Instrument Design and Item Development*	3 kredit *credits*
POM 7005	Model-model Penilaian *Evaluation Models*	3 kredit *credits*
POM 7006	Penilaian Program *Programme Evaluation*	3 kredit *credits*
PON 7006	Pengujian Psikologi *Psychological Testing*	3 kredit *credits*

Disertasi / *Dissertation*

POX 7002	Disertasi *Dissertation*	*30 kredit* *credits*

SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
PROGRAM SARJANA PENDIDIKAN (PENGUKURAN DAN PENILAIAN)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)
MASTER OF EDUCATION (MEASUREMENT AND EVALUATION) PROGRAMME

KOMPONEN / *COMPONENT*	**SEMESTER 1**		**SEMESTER 2**		**SEMESTER 3**		**JUMLAH KREDIT / *TOTAL CREDIT***
	MATA PELAJARAN / *SUBJECT*	**KREDIT / *CREDIT***	**MATA PELAJARAN / *SUBJECT***	**KREDIT / *CREDIT***	**MATA PELAJARAN / *SUBJECT***	**KREDIT / *CREDIT***	
Kursus Teras / *Core Courses*	POX 7001 Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education* POM 7002 Pengukuran dan Penilaian dalam Pendidikan *Measurement and Evaluation in Education*	3 3	PQX 7001 Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education* POM 7001 Teori Pengukuran *Measurement Theory*	3 3			12
Kursus Elektif (Pilih Satu) / *Elective Courses (Select One)*	POM 7003 Asas Analisis Faktor *Fundamentals of Factor Analysis* POM 7004 Rekabentuk Instrumen dan Pembinaan Item *Instrument Design and Item Development* POM 7005 Model-model Penilaian *Evaluation Models*	3 3 3	POM 7006 Penilaian Program *Programme Evaluation* PON 7006 Pengujian Psikologi *Psychological Testing*	3 3			3
Disertasi / *Dissertation*			POX 7002 Disertasi (P) / *Dissertation (P)*	15	POX 7002 Disertasi (P) / *Dissertation (P)*	15	30
Jumlah Kredit / *Total Credit*		9		21		15	45

JUMLAH KREDIT: 45 JAM KREDIT/ *TOTAL CREDIT: 45 CREDIT HOURS*

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins

(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 / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

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

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: 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., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. (8th Ed)*. Wadsworth, USA: Cengage Learning.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4th 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. (9th Ed)*. New York: McGraw Hill, Inc.

- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches. (2nd Ed).* Boston: Pearson Education Inc.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 Jam Kredit)
PQX7001 Statistics for Research in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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:

- Bluman, A. G. (2012). *Elementary statistics: A step by step approach. (8th Ed).* New York: McGraw Hill.
- Chua, Y. P. (2013). *Mastering research statistics*. Kuala Lumpur: McGraw Hill.
- 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.
- Lomax, R. & Vaughn, D. L. (2012). *An introduction to statistical concepts. (3rd Ed)*. New York: Routledge.

POM7001 Teori Pengukuran (3 Jam Kredit)
POM7001 Measurement Theory (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk memperkenalkan pelajar unsur-unsur teori ujian klasik dan konsep asas pengukuran pendidikan. Topik turut membincangkan termasuk menerangkan pengukuran dalam pendidikan, skala pengukuran, teori ujian, konsep statistik dan asas untuk teori ujian, pengenalan kepada skala, skor ujian sebagai komposit kebolehpercayaan dan model klasik skor sebenar. Prosedur untuk menganggar kebolehpercayaan,kesahan,klasifikasi dan penentuan standard (piawaian).

The purpose of this course is to introduce students to the elements of classical test theory and the basic concepts of educational measurement. The topics for discussion include: measurement science, measurement scales, test theory, concepts and foundation for test theory, introduction to scaling, test scores as composites, reliability and the classical true scores models, procedures for estimating reliability, reliability coefficients for criterion-referenced tests, introduction to validity, statistical procedures for prediction and classification, test scoring and interpretation, setting standards and introduction to modern test theory.

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:

- Allen, M. J, & Yen, W. M. (2001). *Introduction to measurement theory*. California: Wadsworth. Inc.
- Crocker, L. & Algina, J.(1986). *Introduction to classical and modern test theory*. New York: Holt, Rainhart & Winston.
- Embretson, S. E. & Reise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Erlbaum.
- Furr, R.M. & Bacharach, V. R. (2013). *Psychometrics: An introduction*. NY: Sage Publications.
- Osterlind, S. J. (2010). *Modern measurement: Theory, principles, and applications of mental appraisal.* Upper Saddle River, Pearson Education.
- Raykov, T., & Marcoulides, G. A. (2011). *Introduction to psychometric theory*. NY: Taylor & Francis Group.

POM7002 Pengukuran dan Penilaian dalam Pendidikan (3 Jam Kredit)
POM7002 Measurement and Evaluation in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Objektif kursus ini adalah memperkenalkan kepada pelajar isu asas dalam pengukuran pendidikan dan penggunaan instrumen pengukuran dalam pendidikan. Topik-topik termasuk : Sifat pengukuran dan fungsi, penyampaian maklumat dan interpretasi data kuantitatif, makna dan penggunaan norma, kesahan dan kebolehpercayaan ujian, faktor-faktor luaran yang mempengaruhi prestasi ujian kognitif, prinsip umum pembinaan ujian, penggubalan dan penggunaan ujian esei, pembinaan ujian objektif, analisis item untuk ujian di bilik darjah, pentaksiran variabel efektif, penggredan dan pelaporan, pengukuran "*scholastic attitude*" ujian pencapaian piawai dan ukuran piawai tentang minat, personaliti dan ukuran tingkahlaku sosial.

The objective of this course is to introduce to students the fundamental issues in educational measurement and use of measurement instruments in educational setting. The topics will include: the nature of measurement and its functions, delivery of information and interpretation of quantitative data, the meaning and application of norms, test validity and reliability, the external factors affecting the performance of cognitive tests, the general principles of test construction, formulation and use of essay tests, test construction objectives, analysis of test items for the classroom, the assessment of the effective variable, grading and reporting, measuring scholastic attitude, standardized achievement tests and standard interest, personality and social behavior measures.

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:

- Aiken, L. R. (2003). *Psychological testing and assessment. (9th Ed).* New York: Allyn & Bacon.
- Allen, M. J. & Yen, W. M. (2001). *Introduction to measurement theory*. California: Wadsworth.Inc.
- Crocker, L. & Algina, J. (1986). *Introduction to classical and modern test theory*. New York: Holt, Rainhart & Winston.
- Embretson, S. E. & Reise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Erlbaum.
- Furr, R.M. & Bacharach, V. R. (2013). *Psychometrics: An introduction*. NY: Sage Publications.
- Osterlind, S. J. (2010). *Modern measurement: Theory, principles, and applications of mental appraisal*. Upper Saddle River, Pearson Education.
- Raykov, T. & Marcoulides, G. A. (2011). *Introduction to psychometric theory*. NY: Taylor & Francis Group.

POM7003 Asas Analisis Faktor (3 Jam Kredit)
POM7003 Fundamentals of Factor Analysis (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini membentangkan asas analisis faktor. Teori dan kegunaan faktor analisis dalam penyelidikan pendidikan akan dihuraikan. Kursus ini juga menerapkan pemahaman terhadap lojik, pendekatan-pendekatan dan teknik-teknik analisis faktor ‘exploratory’ dan analisis faktor ‘confirmatory’ dalam penyelidikan pendidikan. Pelajar akan mendalami dan memahami kemahiran dan pengetahuan yang berkaitan untuk menganalisis data kuantitatif menggunakan perisian-perisian khusus (SPSS & AMOS).

This course will present the fundamentals of factor analysis. The theory and application of factor analysis in educational research is explored. Topics include: matrix algebra operations, the theory of common factor model and its difference from principal components analysis and the implication of employing each type of model in data analysis, types of factor extraction, principles of factor extraction, class of rotations for interpretation, the history and development of factor analysis, its use and abuse in the literature and recent developments in the field. Besides exploratory factor analysis, confirmatory factor analysis using appropriate software will also be addressed. Basic skills in the use of a statistical software package (LISREL) that is necessary for this course will be presented.

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:

- Green, S. B., & Salkind, N., J. (2012). *Using SPSS for Windows and Macintosh: Analyzing and understanding data*. (6th Ed). Pearson Education, Inc.
- Hair, J. F., Anderson, R. E.,Tatham, R. L., & Black, W.C.(2009). *Multivariate data analysis*. Upper Saddle River, NJ:Prentice Hall.
- Leech, N.L., Barrett, K.C., & Margon, G.A. (2011). *SPSS for intermediate statistics: Use and interpretation*. Lawrence Erlbaum Associates, Inc., Publishers.

- Tabachnick, B. G., & Fidell, L. S. (2012). *Using multivariate statistics*. Boston: Allyn and Bacon.

POM7004 Rekabentuk Instrumen dan Pembinaan Item (3 Jam Kredit)
POM7004 Instrument Design and Item Development (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini akan membincangkan asas rekabentuk dan penggubalan instrumen untuk penyelidikan pendidikan. Topik-topik termasuk: konsep asas dan isu dalam pembentukan instrumen, rekabentuk instrumen, aras pengukuran, dan kegunaan statistik yang sesuai, penjelasan pernyataan objektif pembinaan instrumen, penelitian pendekatan yang hendak digunakan, pembuatan keputusan tentang dimensi yang hendak dikaji, format yang hendak digunakan, pembangunan himpunan item, proses Q-sort item, pembentukan skala, kekuatan dan kelemahan skala Likert, Semantic Differential, Guttman, Thurstone, pemurnian item, penataan dan rekabentuk instrumen, panduan pentadbiran dan penskoran. Ciri-ciri psikometrik instrumen berdasarkan manual standard APA yang akan dibincang.
This course will present the fundamentals of instrument design and development for educational research. Topics include basic concepts and issues in instrument development, instrument design, levels of measurement and the appropriate statistics to be used, clarification of the objectives of the instrument development, examination of the approaches to be adopted, decision on the dimensions of interest, format to be used, development of a pool of items, Q-sorting of items, scale development, the strengths and weaknesses of Likert, and Semantic differential, Guttman, Thurstone scales, item refinement, design layout , administration and scoring guide. The psychometric properties of the instrument based on the APA and Standards will also be addressed.

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:

- Aiken, L. R., & Groth-Marnet, G. (2006). *Psychological testing and assessment. (12th Ed).* U.SA.: Pearson.

- Colton, D., & Covert, R.W. (2007). *Designing and constructing instruments for social research and evaluation*. John Wiley & Sons.

- Kline, T.J.B (2005). *Psychological testing – A practical approach to design and evaluation*. New Delhi: Vistaar Publications.

- McCoach, D. B., Gable, R. K., & Madura, J. P. (2013). *Instrument development in the affective domain.* Springer-Verlag New York.

- Reynolds, C., Livingston, R., & Willson. V. (2009). *Measurement and assessment in education (2nd Ed)*. Pearson Education.

POM7005 Model-model Penilaian (3 Jam Kredit)
POM7005 Evaluation Models (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini akan mempersembahkan pelbagai model penilaian tradisional dan kontemporari yang digunakan

dalam penyelidikan penilaian. Topik perbincangan termasuklah: Penyelidikan penilaian dan profesion itu, model-model utama penilaian, seperti Tylerian, CIPP, Countertrance, Suchman, penilaian Goal free dan lain-lain model. Laporan penerbitan dalam penyelidikan penilaian akan dibentang untuk dikritik oleh ahli kelas.

This course will present the array of traditional and contemporary evaluation models used in evaluation research. The topics for discussion include: Evaluation research as a discipline, its major differences from traditional educational research, the history and development of the evaluation research movement, major models of evaluation such as the Tylerian, Context Input, Process Product (CIPP), Countertance, Suchman, Goal Free evaluation and other models. Published work in evaluation research will be presented for class critique.

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:

- Herman, J. L., Morris, L. L., & Fitz-Gibbon, C. T. (1987). *Evaluator's handbook*. Beverly Hills:Sage Publications.
- Kellaghan, T., & Stufflebeam, D. L. (eds.) (2013). *International handbook of educational evaluation. part one: perspectives.* Dordrecht: Luwer Academic Publishers.
- Rossi, P. H., & Freeman, H. E., & Lipsey, M. W. (2003). *Evaluation: a systematic approach (7th Ed.).* Beverly Hills, CA: Sage Publications.
- Ryan, E. K. & Cousins, J. B. (2010). *SAGE international handbook of educational evaluation*. London: SAGE.
- Stufflebeam, D. L., & Shinkfield, A. J. (1985). *Systematic evaluation*. Boston: Kluwer Nijhoff Publishing.

POM7006 Penilaian Program (3 Jam Kredit)
POM7006 Programme Evaluation (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini akan mempersembahkan konsep dan teori penilaian program. Topik-topik untuk perbincangan termasuk: rasional, unsur-unsur utama, pendekatan dalam penilaian program, teknik program evaluation dan review (PERT), analisis *cost benefit* dan isu semasa dan trend dalam penilaian program akan dibentang untuk dikritik dalam kelas.

This course will present the concepts and theory of programme evaluation. The topics for discussion include: the rationale, elements, approaches of programme evaluation, programme evaluation and review technique (PERT), cost benefit analysis and current issues and trends in programme evaluation. Examples of programme evaluation publication will be presented for class critique.

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:

- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2003). *Program evaluation: Alternative approaches and practical guidelines*. Boston: Allyn and Bacon.

- Gredler, M. E. (1997). *Program evaluation*. Englewood Cliffs, N.J: Prentice-Hall.

- MacDavid, J. C., Huse, I., & Hawthorn, L. R. (2013). *Program evaluation and performance measurement an introduction to practice (2nd Edition).* SAGE Publications, Inc.

- Mertens, D. M., & Wilson, A. T. (2012). *Program evaluation: theory and practice: a comprehensive guide*. Guilford Press.

- Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction (4th Ed).* Singapore: Thomson/Brooks/Cole.

POM7006 Pengujian Psikologi (3 Jam Kredit)
POM7006 Psychological Testing (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan mendedahkan pelajar kepada pelbagai ujian psikologi yang digunakan dalam perkhidmatan psikologi dan kaunseling. Melalui kursus ini, pelajar diharap akan dapat membina kemahiran menilai, mentadbir memarkat,mengintepretasi dan menganalisa ujian psikologi dengan baik. Pelajar akan didedahkan kepada beberapa instrument psikologi bagi mengukur aptitude, pencapaian, kecerdasan, personaliti, dan minat kerjaya klien. Pelajar juga akan didedahkan kepada beberapa elemen penting dalam ujian psikologi seperti fungsi ujian, isu perundangan, keesahan, kebolehpercayaan, etika dan penggunaan ujian untuk individu mengikut pelbagai latar belakang sosial, ekonomi, kebudayaan, dan etnik.

The course objective is to expose students to various tests used in psychology and counselling services. Through this course, it is hoped that the student is able to acquire skills in analysing, administering, scoring, and interpreting psychology tests. Students will develop skills on selected tests such as aptitude, achievement, personality, intelligence, and interest in career. Other issues that are related to the tests such as the functions of the tests, legal issues, validity and reliability, ethics and the use of testing for individuals from different socioeconomic, cultural and ethnic backgrounds 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:

- Bram, A. D., & Peebles, M. J. (2014). *Psychological testing that matters: Creating a road map for effective treatment*. APA.

- Cohen, R. J., Swerdlik, M., & Sturman, E. (2012). *Psychological testing and assessment. An introduction to tests and measurement. (8th Ed).*

- Hunsley, J., & Lee, C. M. (2013). *Introduction to clinical psychology: An evidence-based approach. (2nd Ed)*. Wiley.

POX7002 Disertasi (30 Jam Kredit)
POX7002 Dissertation (30 Credit Hours)

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: Penilaian Berterusan (Pembentangan Proposal dan Pembentangan Laporan Penyelidikan)
Assessment Method: *Continuous Assessment (Proposal Presentation and Research Report Presentation)*

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. (9th Ed). 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 Ed*). Pearson.

Program *Programme*	:	**Sarjana Pendidikan (Psikologi Pendidikan)** ***Master of Education (Educational Psychology)***
Kod Program *Programme Code*	:	**PON**
Mod Program *Mode of Programme*	:	**Kursus dan Penyelidikan (Mod Campuran)** ***Coursework and Research (Mixed Mode)***

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 (Psikologi Pendidikan) adalah seperti berikut:
Admission requirements for the Master of Education (Educational Psychology) programme are as follows:

i. Ijazah Sarjana Muda Psikologi dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Psychology Degree with a CGPA of at least 3.00;**OR***

ii. Ijazah Sarjana Muda Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor of Education Degree with a CGPA of at least 3.00; **OR***

iii. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00; **ATAU**
*A Bachelor Degree with Education with a CGPA of at least 3.00; **OR***

iv. Ijazah Sarjana Muda; **DAN**
*A Bachelor Degree; **AND***

a. Diploma Pendidikan pasca ijazah dengan PNGK 3.00; **ATAU**
*Postgraduate Diploma in Education with a CGPA of 3.00; **OR***

b. Kelayakan perguruan yang diiktiraf oleh Universiti; **ATAU**
*A teaching qualification recognised by the University; **OR***

c. Diploma Psikologi dari Institusi yang diiktiraf oleh Senat; **ATAU**
*Diploma in Psychology from an institution recognised by the Senate; **OR***

d. Pengalaman tidak kurang daripada satu tahun dalam bidang yang berkaitan dengan Psikologi; **ATAU**
*Teaching experience of no less than one year in the field related to Psychology; **OR***

e. Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
*A professional qualification from a recognised professional body; **OR***

f. Kelayakan lain yang diluluskan oleh Senat dari semasa ke semasa; **ATAU**
Other qualifications apporoved 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 qualifications recognised by the Government of Malaysia and approved by the University of Malaya Senate .

Calon Antarabangsa
International Candidate

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan diperakukan oleh Senat Universiti Malaya
Have another qualification recognized by the Government of Malaysia and approved by the University of 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

3. Tempoh Pengajian /

Tempoh Minimum : 3 Semester
Tempoh Maksimum : 8 Semester

Duration of Study

Minimum Duration : 3 Semesters
Maximum Duration : 8 Semesters

4. Matlamat Program

Untuk melahirkan graduan pakar kontemporari dan inovatif yang mempunyai kemahiran Psikologi Pendidikan yang luas dan kukuh, berasaskan penyelidikan terkini dan yang boleh menggabungkan teori Psikologi Pendidikan dan amalan-amalan yang terbaik.

Programme Aim
To produce contemporary and innovative educators equipped with in-depth knowledge in Educational Psychology, based on the latest studies that can be combined with Educational Psychology and the best practice.

5. Hasil Pembelajaran Program
Programme Learning Outcomes

Di akhir program, pelajar dapat;
At the end of programme, student will be able to;

Domain MQF	Hasil Pembelajaran/*Learning Outcomes*
PO1	Menguasai pengetahuan dalam psikologi pendidikan *Master knowledge in educational psychology*
PO2	Menggunakan kemahiran praktikal psikologi pendidikan dalam tugas harian *Demonstrate educational psychology practical skills in daily routine*
PO3	Mempamerkan kemahiran sosial dan tanggungjawab dalam tugas sebagai ahli psikologi pendidikan *Exhibit social skills and responsibility as an eductional psychology member*
PO4	Mengamalkan nilai, sikap dan profesionalisme dalam bidang psikologi pendidikan *Practice value, attitude and professionalism in educational psychology*
PO5	Berkomunikasi dengan berkesan, bekerja dalam pasukan dan menunjukkan kemahiran kepimpinan dalam tugas seharian *Effective communication, work as a team and demonstrate leadership skills in daily routine*
PO6	Menggunakan kemahiran penyelesaian masalah dan kemahiran saintifik dalam bidang psikologi pendidikan *Apply problem solving and scientific skills in educational psychology*
PO7	Menggunakan pengetahuan dan kemahiran yang dipelajari untuk meningkatkan kemahiran pengurusan maklumat dan pembelajaran sepanjang hayat *Apply knowledge and skills that has been learned to improve information management skill and lifelong learning*

6. Struktur Program

Struktur Program Sarjana Pendidikan (Psikologi Pendidikan) berasaskan pendekatan bersifat kontemporari untuk melahirkan ahli psikologi pendidikan yang cemerlang. Kandungan kurikulum direkabentuk bersandarkan perkembangan ilmu pendidikan daripada perspektif perkhidmatan dan pengajaran yang sejajar dengan Falsafah Pendidikan Kebangsaan, Wawasan Negara, Pelan Transformasi Negara serta Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi).

Program ini merangkumi Empat Puluh Lima (45) jam kredit yang merangkumi Sembilan (9) jam kredit bagi untuk Kursus Teras Program (Wajib Bidang Pengkhususan), Enam (6) jam kredit bagi Kursus Elektif Bidang Pengkhususan dan Tiga Puluh Lima (30) jam kredit bagi disertasi yang melibatkan aktiviti kuliah, tugasan, perbincangan, pembentangan, penyelidikan, lawatan dan pendekatan yang berasaskan teknologi.

Programme Structure

Master of Education (Educational Psychology) Programme structure is based on a contemporary approach to produce outstanding educational psychologist. 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).

The programme includes Forty Five (45) credit hours including Nine (9) credit hours for the Programme Core Courses (Required for Specialization), Six (6) credit hours for Specialized Elective Courses and Thirty (30) credit hours for dissertations involving lectures, assignments, discussions, presentations, research, visits and technology-based approaches..

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

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
PON 7002	Perkembangan Sepanjang Hayat *Life Span Development*	3 kredit *credits*
PON 7006	Pengujian Psikologi *Psychological Testing*	3 kredit *credits*

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

PON 7003	Perkembangan Kanak-Kanak *Child Development*	3 kredit *credits*
PON 7004	Perkembangan Remaja *Adolescent Development*	3 kredit *credits*
PON 7005	Personaliti *Personality*	3 kredit *credits*
PON 7007	Psikologi Kanak-Kanak Berbakat *Psychology of the Gifted Child*	3 kredit *credits*
PON 7001	Psikologi Pendidikan *Educational Psychology*	3 kredit *credits*

Disertasi/*Dissertation*

POX 7002	Disertasi *Dissertation*	30 kredit *credits*

SARJANA PENDIDIKAN (PSIKOLOGI PENDIDIKAN)
SENARAI KURSUS MENGIKUT SEMESTER (PERANCANGAN KULIAH)
MASTER OF EDUCATIONAL (EDUCATIONAL PSYCHOLOGY)
LIST OF COURSE WITH SEMESTER (LECTURE SCHEDULE)

KOMPONEN / *COMPONENT*	SEMESTER 1		SEMESTER 2		SEMESTER 3		JUMLAH KREDIT/ *TOTAL CREDIT*
	MATA PELAJARAN/ *SUBJECT*	KREDIT/ *CREDIT*	MATA PELAJARAN/ *SUBJECT*	KREDIT/ *CREDIT*	MATA PELAJARAN/ *SUBJECT*	KREDIT/ *CREDIT*	
Kursus Teras (Wajib)/ *Core Courses (Compulsory)*	POX 7001 – Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education* PON 7002 – Perkembangan Sepanjang Hayat *Life Span Development*	3 3	PON 7006 – Pengujian Psikologi *Psychological Testing*	3			9
Kursus Elektif (Pilih Dua)/ *Elective Courses (Select Two)*	PON 7003 – Perkembangan Kanak-Kanak *Child Development* PON 7004 – Perkembangan Remaja *Adolescent Development* PON 7005 – Personaliti *Personality*	3 3 3	PON 7007 – Psikologi Kanak-Kanak Berbakat *Psychology for the Gifted* PON 7001 – Psikologi Pendidikan *Educational Psychology*	3 3			6
Disertasi/ *Dissertation*			POX 7002 Disertasi (P) *Dissertation*	15	POX 7002 Disertasi(P) *Dissertation*	15	30
Jumlah Kredit/ *Total credit*		9		21		15	45

JUMLAH KREDIT: 45 JAM KREDIT/ *TOTAL CREDIT: 45 CREDIT HOURS*

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

1. Pendaftaran Kursus / *Course Registration*

(1) Pendaftaran kursus dilakukan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date the semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam kredit kursus 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) 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 no later than the first semester of study.

3. Ketetapan Bidang Penyelidikan / *Determintion 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.

4. Pembentangan Seminar 1 dan Seminar 2
Proposal Defence and Cadidature Defence Presentation

Membentangkan cadangan penyelidikan dalam Proposal Defence;
Present your research proposal at Proposal Defence;

Membentangkan kemajuan penyelidikan dalam Candidature Defence;
Present your research progress at Candidature Defence;

5. Penyerahan / *Submission*

(1) Tajuk disertasi hendaklah dikemukakan kepada Fakulti untuk kelulusan semasa calon memberi notis untuk penyerahan disertasinya.

The dissertation title must be submitted to the Faculty for approval when the candidate gives notice for the submission of his/her dissertation

(2) Calon hendaklah menyerahkan disertasi untuk peperiksaan dalam tempoh pencalonannya. Tempoh yang diambil untuk pemeriksaan disertasi dan apa-apa tempoh pembetulan atau kajian lanjut yang diperlukan oleh Jawatankuasa Pemeriksa tidak dianggap sebagai sebahagian daripada tempoh maksimun pencalonan calon.

The candidate shall submit his/her dissertation for examination within the candidacy period. The time taken for the examination of dissertation and any period of correction or further review required by the Examination Committee is not considered as part of the maximum candidature period.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

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

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: 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., Razavieh, A., & Sorensen, C. K. (2010). *Introduction to research in education*. *8th Edition*. Wadsworth, USA: Cengage Learning.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. *4th Edition*. 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*. *9th Edition*. New York: McGraw Hill, Inc.
- Johnson, R. B., & Christensen, L. B. (2004). *Educational research: Quantitative, qualitative, and mixed approaches*. *2nd Edition*. Boston: Pearson Education Inc.

PON7002 Perkembangan Sepanjang Hayat (3 jam Kredit)
PON7002 Life Span Development (3 Credit Hours)

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: *Bahasa Malaysia/English*

Rujukan Utama:
Main References*:*

- Baranovich, Diana. (2012). *Understanding and caring for the hurt child*. Kuala Lumpur: Pearson Malaysia.

- Berk, L. (2006). *Development through the lifespan*. Boston, MA: Allyn and Bacon.

PON7006 Pengujian Psikologi (3 jam Kredit)
PON7006 Psychological Testing (3 Credit Hours)

Sinopsis/ *Synopsis*

Kursus ini bertujuan mendedahkan pelajar kepada pelbagai ujian psikologi yang digunakan dalam perkhidmatan psikologi dan kaunseling. Melalui kursus ini, pelajar diharap akan dapat membina kemahiran menilai, mentadbir memarkat,mengintepretasi dan menganalisa ujian psikologi dengan baik. Pelajar akan didedahkan kepada beberapa instrument psikologi bagi mengukur aptitude, pencapaian, kecerdasan, personaliti, dan minat kerjaya klien. Pelajar juga akan didedahkan kepada beberapa elemen penting dalam ujian psikologi seperti fungsi ujian, isu perundangan, keesahan, kebolehpercayaan, etika dan penggunaan ujian untuk individu mengikut pelbagai latar belakang sosial, ekonomi, kebudayaan, dan etnik.

The course objective is to expose students to various tests used in psychology and counselling services. Through this course, it is hoped that the student is able to acquire skills in analysing, administering, scoring, and interpreting psychology tests. Students will develop skills on selected tests such as aptitude, achievement, personality, intelligence, and interest in career. Other issues that are related to the tests such as the functions of the tests, legal issues, validity and reliability, ethics and the use of testing for individuals from different socioeconomic, cultural and ethnic backgrounds 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*:*

- Bram, A. D., & Peebles, M. J. (2014). *Psychological testing that matters: Creating a road map for effective treatment*. APA.

- Cohen, R. J., Swerdlik, M., & Sturman, E. (2012). *Psychological testing and assessment. An introduction to tests and measurement. (8th ed.).*

- Hunsley, J., & Lee, C. M. (2013). *Introduction to clinical psychology: An evidence-based approach*. *(2nd edition)*. Wiley.

PON7003 Perkembangan Kanak-Kanak (3 jam Kredit)
PON7003 Child Development (3 Credit Hours)

Sinopsis/ *Synopsis*

Kursus ini memberi pelajar asas pengetahuan mengenai perkembangan kanak-kanak. Topik perkembangan yang dibincangkan termasuk perkembangan bahasa, perkembangan kognitif dan psikososial. Teori, pola serta faktor yang mempengaruhi perkembangan akan dibincangkan.

This course provides students with a basic knowledge of children's development. Development topics discussed include language development, cognitive and psychosocial development. Theories, patterns and factors that influence development 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*:*

- Berk, L. E. (2012). *Child development*. *9th Edition*. Pearson Publisher.
- Fieldman, R. S. (2012). *Child development*. Pearson Publisher.
- Levine, L. E. (2013). *Child development: An active learning approach*. *2nd Edition*. SAGE Publication.
- Santrock, J. (2013). *Child development: An introduction*. *14th Edition*. Mc GrawHill.

PON7004 Perkembangan Remaja (3 Jam Kredit)
PON7004 Adolescent Development (3 Credit Hours)

Sinopsis/ *Synopsis*

Kursus ini memberi tumpuan kepada konsep dan proses perubahan fizikal, intelektual, sosial dan psikologi yang berlaku sepanjang jangka hayat. Ia akan meliputi tempoh dari zaman remaja sehingga usia tua.

The course focuses on the concept and process of physical, intellectual, social and psychological changes that occur throughout the life span. It will covered the period from adolescence through old age.

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:

- Birren, J. E. (2012). *Handbook of the psychology of aging*. Academic Press.
- Lerner, R. M. (2013). *Handbook of adolescence psychology*. *5th Edition*. John Wiley & Sons.

- Schaffer, H. R. (2012). *Key concepts in developmental psychology*. *7th Edition*. Sage Publications.

PON7005 Personaliti (3 jam Kredit)
PON7005 Personality (3 Credit Hours)

Sinopsis/ *Synopsis*

Kursus ini akan memperkenalkan kajian-kajian psikologi personaliti dan bagaimana teori-teori boleh berperanan dalam memahami individu. Kursus ini akan membuat tinjauan secara umum tentang perkembangan personaliti dan proses yang berlaku dalam pembentukan personaliti. Dalam setiap teori, pelajar akan didedahkan tentang perkembangan personaliti, dinamik personaliti, dan struktur personaliti.

This course introduces studies on personality psychology and the role of theories in understanding an individual. This course will undertake a general survey and the processes in personality development. In each theory, students will be exposed to development, dynamics, and structure of personality.

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*:*

- Burger, J. M. (2010). *Personality. (8th Ed)*. Belmont, CA: Wadsworth Publishing.
- Chamorro – Premuzic, T. (2011). *Personality & individual differences*. NY: Blackwell.
- Larsen, R., & Buss, D. (2013). *Personality psychology: Domains of knowledge about human nature*. NY : Mc Graw – Hill.

PON7007 Psikologi Kanak-Kanak Berbakat (3 jam Kredit)
PON7007 Psychology for the Gifted (3 Credit Hours)

Sinopsis/ *Synopsis*

Kursus ini bertujuan untuk memberi pengetahuan dan kemahiran dalam bidang psikologi kanak-kanak berbakat. Antara topik-topik yang akan dibincangkan adalah definisi kanak-kanak berbakat, ciri-ciri kanak-kanak berbakat, cara–cara mengenali kanak-kanak berbakat, pendidikan kanak-kanak berbakat, masalah kanak-kanak berbakat dan cara-cara mengatasi, pemikiran dan kajian terkini tentang kanak-kanak berbakat, berhubung dengan perspektif sejarah dan isu-isu masa kini dan penilaian kanak-kanak berbakat.

This course aims to provide an understanding of the psychology of gifted children. Among the topics that will be discussed includes the definitions of gifted children, characteristics of gifted children, approaches to the identification of gifted children, education of gifted children, problems of gifted children and how to overcome them. Latest thoughts and research on gifted children relating to historical perspective and current issues as well as the evaluation of gifted children 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**:*

- Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of the gifted and talented*. Upper Saddle River, N. J.: Pearson Education Inc.
- Dixon, F. A., & Moon, S. M. (2015). *The handbook of secondary gifted education. 2nd Edition*. Waco, TX: Prufrock Press.
- Karnes, F. A., & Bean, S. M. (2015). *Methods and materials for teaching the gifted. 4th Edition*. Waco, TX: Prufrock Press.

PON7001 Psikologi Pendidikan (3 jam Kredit)
PON7001 Educational Psychology (3 Credit Hours)

Sinopsis/ *Synopsis*

Kursus ini dibahagikan kepada dua kategori: Perkembangan and diversiti dan Pembelajaran dan motivasi. Dalam kategori perkembangan dan diversiti, topik-topik yang diliputi adalah Perkembangan kognitif dan linguistik, Perkembangan kendiri dan sosial, Perbezaan kumpulan, dan Perbezaan individu dan keperluan kanak-kanak khas. Dalam kategori kedua, topik-topik yang akan dibincang ialah Process pembelajaran dan kognitif, Pembinaan pengetahuan, Process kognitif kompleks, Pandangan pembelajaran Behaviorist , Pandangan sosial kognitif dan motivasi dan afek.

This course presents topics in two main categories: Development and diversity and Learning and Motivation. Within the former category, topics covered includes Cognitive and linguistic development, Personal and social development, Group differences and Individual differences and Special Educational needs. Under the latter category topics covered include learning and cognitive processes, knowledge construction, Complex cognitive processes, Behaviourist views of learning, Social cognitive views of learning, Motivation and affect.

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**:*

- Ormrod, J. E. (2014). *Educational psychology: Developing learners*. Columbus, OH: Merill Prentice Hall.
- Santrock, J. W. (2011). *Educational psychology*. Boston: McGraw Hill.
- Woolflok, A. E. (2013). *Educational psychology*. Needham Heights, MA: Allyn and Bacon.

POX7002 Disertasi (30 Jam Kredit)
POX7002 Dissertation (30 Credit Hours)

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: Penilaian Berterusan (Pembentangan Proposal dan Pembentangan Laporan Kajian)
Assessment Method: *Continuous Assessment (Proposal Presentation and Research Report Presentation)*

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. (9th Ed). 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 Ed*). Pearson.

Program *Programme*	:	**Sarjana Kaunseling Profesional** ***Master of Professional Counseling***
Kod Program *Programme Code*	:	**PQA**
Mod Program *Programme Mode*	:	**Kursus** ***Coursework***

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

1. Jenis Program

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

Programme Type

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 pencapaian PNGK sekurang-kurangnya 3.0; **ATAU**
Bachelor of Counseling with a CGPA of at least 3.0 ***OR***

ii. Ijazah Sarjana Muda dari apa jua disiplin dengan pencapaian PNGK sekurang-kurangnya 3.0; **DAN**
Bachelor Degree from any discipline with a CGPA of at least 3.0; **AND**

a. Pengalaman kerja dalam bidang perhubungan menolong; **ATAU**
Work experience in helping relationship fields; ***OR***

b. Kelayakan ikhtisas dari badan profesional yang diiktiraf; **ATAU**
Eligibility criteria from a recognised professional body; ***OR***

iii. Keperluan Khas Program
Lulus Temuduga yang ditetapkan oleh pihak Universiti

Programme Special Requirement
Pass the Interview as set by the University

Calon Antarabangsa / *International Candidate*

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

Hold another qualification recognised by the Government of Malaysia and approved by the University of Malaya Senate

dan / *and*

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

(*Academic*).

Obtains a minimum band score of 5.5 in the International English Language Testing System (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)

Obtains a minimum score of 550 points (Paper based), or 213 points (Computer based) or 80 points (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

Tempoh Minimum	: 4 Semester Biasa
Tempoh Maksimum	: 8 Semester

Duration of study

Minimum Duration *: 4 Regular Semesters*
Maximum Duration *: 8 Semesters*

4. Matlamat Program

Untuk menghasilkan warga kaunselor yang dinamik dan reflektif yang berupaya memantau dan memperbaiki amalan mereka serta boleh mengaplikasi pengetahuan praktikal, teori kaunseling untuk menyelesaikan masalah yang berkaitan dengan bidang kaunseling dalam agensi komuniti dan sosial, sekolah kerajaan atau persendirian, pusat kaunseling universiti dan kolej; agensi atau institusi yang memberikan perkhidmatan kaunseling perkahwinan dan keluarga; pusat perkhidmatan perancangan dan penempatan kerjaya; hospital; seting perniagaan, dan lain-lain agensi kesihatan mental berkaitan.

Programme Aim

To produce dynamic and reflective counselors who are capable of monitoring and improving their practices and can apply practical knowledge, counseling theory to solve problems related to counseling in community and social agencies, government or private schools, university and college counseling centers; agencies or institutions that provide marriage and family counseling services; career planning and placement services center; hospital; business settings, and other related mental health agencies.

5. 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*
PO1	Menguasai teori dan kemahiran amali kaunseling *Master the theories and practical skills of counseling*
PO2	Mengaplikasikan ilmu dan kemahiran kaunseling dalam perhubungan menolong *Apply the knowledge and skills of counseling in helping relationship*
PO3	Menunjukkan minat dan keprihatinan kepada masyarakat dalam melaksanakan perkhidmatan kaunseling *Show interest and care towards the community in conducting the counseling services*
PO4	Berpegang kepada standard etika dan amalan paling tinggi dalam bidang perkhidmatan kaunseling dan psikologi *Uphold the highest ethical standards and practice in the field of counseling and psychology services*
PO5	Berkomunikasi dengan berkesan dan bekerjasama dengan orang lain dalam perkhidmatan kaunseling *Communicate effectively and cooperate with others in the counseling service*
PO6	Menganalisis secara kritis penyelidikan, trend dan isu berkaitan dengan bidang kaunseling dan psikologi *Analyse critically the research, trend and issues related to the field of counseling and psychology*
PO7	Melibatkan diri dalam pembelajaran sepanjang hayat dan mengurus maklumat yang berkaitan dengan perkhidmatan kaunseling dan psikologi masa hadapan *Involve oneself in lifelong learning and management of information related to the*

	future services of counseling and psychology

6. Struktur Program

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 penasihatan sejajar dengan etika profesional dan pengalaman kaunseling kebangsaan dan antarabangsa.

Program ini merangkumi Lima Puluh Tujuh (57) kredit yang melibatkan aktiviti pengajaran, pembentangan seminar, latihan profesional, dan laporan penyelidikan.

Program ini disusun mengikut dua (2) komponen utama iaitu Empat Puluh Dua (42) jam kredit bagi Kursus Teras dan Tiga (3) jam kredit Kursus Elektif. Jumlah kredit adalah bagi memastikan semua komponen kursus yang ditetapkan dalam Piawaian dan Kelayakan Latihan Kaunselor dipatuhi.

Programme Structure

This Master of Professional Counseling 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.

The programme comprises Fifty-Seven (57) credits that includes teaching activities, seminar presentations, professional training, and research reports.

The programme is organized into two (2) main components which comprises Forty-two (42) credit hours of the Core Course and three (3) credit hours of the Elective Course. The credit amount is to ensure that all components of the course specified in the Counselor Training Standards and Qualifications are met.

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

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
PQA 7001	Teori Kaunseling *Theories of Counseling*	3 kredit *credits*
PQA 7002	Teori Perkembangan Kerjaya *Theories of Career Development*	3 kredit *credits*
PQA 7003	Isu Profesional dan Etika dalam Kaunseling *Professional and Ethical Issues in Counseling*	3 kredit *credits*
PQX 7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit *credits*
PQA 7004	Teknik Kaunseling *Counseling Techniques*	3 kredit *credits*
PQA 7005	Amalan Kaunseling Kerjaya *Career Counseling Practice*	3 kredit *credits*
PQA 7006	Pentaksiran dalam Perkhidmatan Kaunseling *Assessment in the Counseling Service*	3 kredit *credits*

PQA 7007	Psikopatologi *Psychopathology*	3 kredit *credits*
PQA 7008	Kaunseling Pelbagai Budaya *Multicultural Counseling*	3 kredit *credits*
PQA 7009	Kaunseling Kelompok *Group Counseling*	3 kredit *credits*
PQA 7010	Praktikum Kaunseling *Counseling Practicum*	3 kredit *credits*
PQA 7015	Amali (*Internship*) *Internship*	6 kredit *credits*

Kursus Elektif (Pilih Satu)

PQA 7011	Bimbingan dan Kaunseling di Sekolah *Guidance and Counseling in School*	3 kredit *credits*
PQA 7012	Kaunseling di Institusi Pendidikan Tinggi *Counseling in Higher Education Institution*	3 kredit *credits*
PQA 7013	Kaunseling Organisasi *Organisational Counseling*	3 kredit *credits*
PQA 7014	Kaunseling Perkahwinan dan Keluarga *Marriage and Family Counseling*	3 kredit *credits*

Projek Penyelidikan

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit *credits*

SARJANA KAUNSELING PROFESIONAL
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 PELAJARA/ *SUBJECT*	KREDIT/ *CREDIT*	
Kursus Teras (Wajib)/ *Core Courses (Compulsory)*	POX 7001 Penyelidikan dalam Pendidikan *Research Methods in Education*	3	PQX 7001 Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3					
	PQA 7001 Teori Kaunseling *Theories of Counseling*	3	PQA 7004 Teknik Kaunseling *Counseling Techniques*	3	PQA 7008 Kaunseling Pelbagai Budaya *Multicultural Counseling*	3	PQA 7015 Amali (*Internship*)	6	42
	PQA 7002 Teori Perkembangan Kerjaya *Theories of Career Development*	3	PQA 7005 Amalan Kaunseling Kerjaya *Career Counseling Practice*	3	PQA 7009 Kaunseling Kelompok *Group Counseling*	3			
	PQA7003 Isu	3	PQA 7006 Pentaksiran	3	PQA7010 Praktikum Kaunseling *Counseling Practicum*	3			

	Profesional dan Etika dalam Kaunseling *Professional and Ethical Issues in Couseling*		dalam Perkhidmatan Kaunseling *Assessment in the Counseling Service* PQA 7007 Psikopatologi *Psychopathology*	3					
Kursus Elektif (Pilih Satu) *Elective Courses (Select One)*					PQA 7011 Bimbingan dan Kaunseling di Sekolah *Guidance and Counseling in School* PQA 7012 Kaunseling di Institusi Pedidikan Tinggi *Counseling in Higher Education Institution* PQA 7013 Kaunseling Organisasi *Organisational Counseling* PQA 7014 Kaunseling Perkahwinan dan Keluarga *Marriage and Family Counseling*	3 3 3 3			**3**
Projek Penyeli-dikan *Research Project*					PQX 7002 Projek Penyelidikan (P) *Research Project (P)*	6	PQX 7002 Projek Penyelidikan (P) Research *Project (P)*	6	**12**
Jumlah Kredit/ *Total Credit*		**12**		**15**		**18**		**12**	**57**

JUMLAH KREDIT KESELURUHAN: 57 Jam Kredit
OVERALL TOTAL CREDIT: 57 Credit Hours

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

1. **Pendaftaran Kursus / *Course registration***

(1) Pendaftaran kursus mesti disempurnakan dalam tempoh selama dua (2) minggu dari tarikh permulaan semester.

Course registration must be completed within two (2) weeks from the date semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) jam 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. **Penyerahan / *Submission***

(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 (FP 44/2007) 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 finish registered with 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*

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

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: 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., Razavieh, A. & Sorensen, C. K. (2010). *Introduction to research in education. (8th ed)*. Wadsworth, USA: Cengage Learning.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. (4th 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. (9th ed)*. New York: McGraw Hill, Inc.

- Johnson, B. & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches. (2nd ed).* Boston: Pearson Education Inc.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 Jam Kredit)
PQX7001 Statistics for Research in Education (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini direkabentuk untuk membantu pelajar menggunakan statistik asas dalam penyelidikan pendidikan. Melalui tugasan 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:

- Bluman, A.G. (2012). *Elementary statistics: A step by step approach (8th ed).* New York: McGraw Hill.
- Chua, Y.P. (2013). *Mastering research statistics*. Kuala Lumpur: McGraw Hill.
- 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.
- Lomax, R., & Vaughn, D.L. (2012). *An introduction to statistical concepts. (3rd ed)*. New York: Routledge.

PQA7001 Teori Kaunseling (3 Jam Kredit)
PQA7001 Theories of Counseling (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk membantu pelajar menilai teori-teori kaunseling utama dan kontemporari sebagai kerangka memahami tingkahlaku manusia dan sebagai panduan utama dalam mengendalikan sesi kaunseling kelak. Teknik-teknik kaunseling yang berkaitan juga akan didedahkan mengikut teori yang dikupaskan.

The objective of the course is to enable students to assess the major counselling theories and some contemporary ones as a framework in understanding human behaviours that will provide a direction in counselling sessions later on. Related techniques in each theory will also be introduced and 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:

- Corey, G. (2012). *Theories and practice of counselling and psychotherapy. 9th Edition*. CA: Wardsworth.
- Gladding, S. T. (2009). *Counseling : A comprehensive profession*. New Jersey: Pearson.
- Melati Sumari, Ida Hartina Ahmed Tharbe, Norfaezah Md Khalid & Azmawaty Mohd Nor. (2014). *Teori kaunseling dan psikoterapi*. KL: Penerbit Universiti Malaya.
- Short, F., & Thomas, P. (2014) *Core approaches in counseling and psychotherapy*. Routledge.

PQA7002 Teori Kaunseling Kerjaya (3 Jam Kredit)
PQA7002 Theories of Career Counseling (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan membolehkan pelajar mengintergrasikan 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 mepersiapkan diri untuk mengendalikan sesi kaunseling kerjaya yang lebih berstruktur, berkesan dan profesional.

This course aims to enable students to intergrate 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: *Bahasa Malaysia/English*

Rujukan Utama:
Main References:

- Brown, S. D., & Lent, W. L. (2012). *Career development and counseling: Putting theory and research to work* (2nd Edition). John Wiley & Sons.
- Jane, L. S., & Nadya, A. F. (2014). *Career theory and practice: Learning through case studies.* Sage Publications.
- Melati Sumari, Norfaezah Md Khalid & Norsfatul Azni A. Razak (2015). *Teori dan amalan kaunseling kerjaya*. KL: Penerbit Universiti Malaya.
- Sharf, R. S. (2013). *Applying career development theory into counseling. 6th Edition*. Cengage Learning.

PQA7003 Isu Profesional dan Etika dalam Kaunseling (3 Jam Kredit)
PQA7003 Professional and Ethical Issues in Counseling (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memberi pendedahan tentang isu semasa yang berkaitan dengan etika dalam profesion kaunseling. Pelajar akan mendapat maklumat tentang beberapa kod etika kaunselor seperti digariskan oleh Lembaga Kaunselor Malaysia (LKM) dan American Counseling Association (ACA). Dari perbincangan dan maklumat yang dikongsikan, pelajar akan dapat memformulasi pendekatan sendiri dengan berpandukan piawai dan etika professional bagi menyelesaikan isu-isu asas dalam profession kaunseling.

This course exposes students to current issues related to the standard and ethics of the counseling profession. Students will get information on codes of ethics as outlined by the Malaysian Board of Counselors and the American Counseling Association (ACA). From the discussions and information given, students will be able to formulate their own approaches guided by the professional standards and ethics of counseling to resolve issues in the counseling profession.

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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:

- Aga Mohd Jaladin, R. & Lau, P. L. (2013). *Isu profesional dan etika dalam kaunseling dan psikoterapi.* Kuala Lumpur: Penerbit UM.
- Corey, G., Corey, M.S., & Callanan, P. (2011) *Issues and ethics in the helping professions. 8th Edition*. Brooks/Cole.
- Pope, K. S., & Vasquez, M. J. (2010). *Ethics in psychotherapy and counseling: A practical guide,* San Francisco: Jossey-Bass.
- Welfel, E. R. (2012). *Ethics in counseling and psychotherapy: Standards, research, and emerging issues (5th Edition).* California: Wardsworth.

PQA7004 Teknik Kaunseling (3 Jam Kredit)
PQA7004 Counseling Techniques (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini bertujuan melatih pelajar untuk memantapkan keupayaan menggunakan kemahiran komunikasi dan teknik kaunseling secara berkesan semasa pengendalian sesi kaunseling individu. Pelajar akan menjalankan sesi amali kaunseling individu mengikut proses kaunseling dan menggunakan pengetahuan teori kaunseling untuk membantu klien menyelesaikan isu-isu yang mereka hadapi. Melalui pengalaman amali mengendalikan sesi kaunseling, pelajar akan dapat mengenalpasti dan memformulasikan pendekatan peribadi dan teknik yang bersesuaian dengan diri sebagai seorang kaunselor yang mahir dan professional.

This course aims to train students in enhancing the ability to apply communication skills and counseling techniques effectively during the conduct of individual counseling sessions. Students will conduct individual counseling sessions based on the counseling proses and apply the knowledge of counseling theoris to assist clients in solving their issues. Through the practical experience of individual counsleing sessions, students will be able to identify and formulate their personal approach and techniques suitable to themselves as a competent and professional counselor.

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:

- Cormier, S., Nurius, P.S. & Osborn C.J. (2017). *Interviewing and change strategies for helpers. 8th Edition*. Cengage Learning.
- Egan, G. (2014) The Skilled Helper. A problem-management and opportunity-development approach to helping. 10th Edition. Cengage Learning Inc.
- Hill, C.E. (2014). *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.

PQA7005 Amalan Kaunseling Kerjaya (3 Jam Kredit)
PQA7005 Career Counseling Practice (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus in bertujuan meningkatkan pengetahuan dan kemahiran pelajar dalam kaunseling kerjaya dengan mengintergrasikan teori perkembangan kerjaya dengan aspek kaunseling kerjaya yang lebih praktikal. Pelajar akan mahir mengamalkan struktur kaunseling kerjaya termasuk membina kerjasama teraputik, mengumpul maklumat pekerjaan, melaksanakan kaedah penilaian kuantitatif dan kualitatif, menilai proses perkembangan kerjaya serta melaksanakan proses merancang dan membuat keputusan yang bersesuaian. Kursus ini juga menumpukan kepada kepentingan merancang perkhidmatan kaunseling kerjaya dalam pelbagai seting dan memenuhi keperluan klien yang pelbagai latar belakang.

This course aims enhance student's knowledge and skills in career counselling by integrating their earlier knowledge of career development theories with more practical aspects of career counselling. Students will master to the structure of career counselling which includes building therapeutic alliances, gathering career information, using quantitative and qualitative assessment procedures, identifying career development needs and appropriate planning and decision making process. This course also highlights the importance of planning career counselling services in different settings and the need to cater for diversified groups of clientele.

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:

- Brown. D. (2011). *Career information, career counselling & career development. (10th Ed).* Pearson.
- Capuzzi, D. & Stauffer, D (2011) *Career counseling: Foundations, perspectives, and applications. 2nd Edition*. NY: Routledge Taylor & Francis.
- Melati Sumari, Norfaezah Md Khalid & Norsafatul Aznin A. Razak (2015). *Teori dan amalan kaunseling kerjaya*. Kuala Lumpur : Penerbit University Malaya.
- Niles, Spencer G.& Harris-Bowlsbey, Joann (2012). *Career development interventions in the 21st Century. 4th Edition.* Prentice Hall.

PQA7006 Pentaksiran dalam Perkhidmatan Kaunseling (3 Jam Kredit)
PQA7006 Assessment in Counseling Services (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini melatih pelajar menjalankan ujian-ujian psikometrik dibeberapa lapangan seperti dalam seting pendidikan, institusi atau agensi (swasta atau awam) yang dibenarkan. Pengalaman ini adalah direkabentuk untuk memberikan peluang kepada pelajar mengimplementasikan kemahiran dan pengetahuan mengenai ujian psikometrik yang diperlukan untuk menjadi kaunselor yang baik. Kursus ini juga memberikan peluang kepada pelajar sarjana menggunakan pendekatan klinikal dalam membuat pemarkatan, merekod, mentaksir, , menganalisa, dan menberi maklumbalas mengenai hasil dapatan melalui ujian psikometrik yang dijalankan.. Penyeliaan akan dilakukan oleh pensyarah dan juga kaunselor di agensi berkenaan. Pelajar juga akan mengumpul jumlah jam kerja yang ditetapkan serta mencapai standard prestasi/pengalaman yang diperlukan. Pertemuan diantara pelajar dan pensyarah akan dijalankan setiap minggu untuk membincangkan isu klinikal dan perkembangan kemahiran psikometrik dan kaunseling

This course will train students to conduct psychometric tests at different settings such as educational, institutional, or agency setting. This experience is designed to provide counseling student with skills and knowledge of conducting psychometric test to become a good counselor. This course also provides an opportunity for graduate students in the clinical setting to score, record, assess, analyze, the tests and provide feedback to the clients. Students will be supervised by the trained lecturer and supervisor at the agency. Students will also collect a number of hours of clinical work and achieve the standards performance as required. Meetings between students and lecturers will be conducted each week to discuss about the clinical and psychometric skills and counselling.

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:

- Balkin, S. R., & Juhnke, G. A. (2013). *Theory and practice of assessment in counseling. (1st Ed).* Pearson.
- Watson, J. C., & Flamez, B. (2014). *Counseling assessment and evaluation: Fundamentals of applied practice. (1st Ed)*. Sage.
- Whiston, S. C. (2012). *Principles and applications of assessment in counseling*. Belmont, CA: Cengage.

PQA7007 Psikopatologi (3 Jam Kredit)
PQA7007 Psychopathology (3 Credit Hours)

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 of a broad spectrum of psychopathological conditions as defined in the DSM 5. The focus of this course will include the etiology, prevalence and incidence, signs and symptoms, and criteria for differential diagnosis of individual psychopathological condition.

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:

- American Psychological Association (2013). *Diagnostic and statistical manual of mental disorders* (DSM). (*5th Ed*) Washington, DC: Author.

- Barlow, D. H. & Durand, V. M. (2012). *Abnormal psychology: An integrative approach. (6th Ed)*. Belmont. CA: Wadsworth.

- Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2013). *Abnormal psychology*. *16th Edition*.

PQA7008 Kaunseling Pelbagai Budaya (3 Jam Kredit)
PQA7008 Multicultural Counseling (3 Credit Hours)

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, approaches and skills in counselling clients from diverse cultural groups including the minorities. The cultural groups include the elderly, single mother/father, divorced, drug addicts, homosexuals, special children 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: *Bahasa Malaysia/English*

Rujukan Utama:
Main References:

- Casas, J. M., Suzuki, L. A., & Alexander, C. M., Jackson M. A. (eds.). (2017). *Handbook of multicultural counselling. (4th Ed).* Thousand Oaks, CA: Sage.

- Ivey, A. E., & Ivey, M. B. (2014). *Intentional interviewing and counselling. (8th Ed).* Singapore: Thomson, Brooks / Cole.

- Pedersen, P. B., Lonner, W. I., Draguns, J. G., & Trimble, J. E, Scharron del-Rio, M. R. (eds). (2016). *Counselling across cultures. (7th Ed).* Thousand Oaks, CA: Sage.

- Sue, D., & Sue, David. (2013). *Counselling the culturally diverse. (6th Ed)* Canada: John Wiley & Sons.

PQA7009 Kaunseling Kelompok (3 Jam Kredit)
PQA7009 Group Counseling (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus in bertujuan untuk melatih pelajar merancang dan menguruskan sesi kaunseling kelompok secara professional dan berkesan. Kursus in 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 to plan and manage group counseling sessions professionally and effectively. The course will focus in enhancing the communication and group leadership skills of students through practical group counseling sessions. Through the combination of theoretical learning in class and experiential learning in actual group counseling sessions, students will be able to determine appropriate strategies and theories to manage emerging issues during the conduct of group counseling.

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:

- Corey, M. S., Corey, G. & Corey, C. (2013). *Group process and practice. 9th Edition*. Cengage Learning.

- Corey, G. (2011) *Theories and practice of group counseling. 8th Edition*. Cengage Learning.

- Ida Hartina Ahmed Tharbe (2017) *Kepimpinan kaunseling kelompok: Teori dan aplikasi*. Kuala Lumpur: Penerbit Universiti Malaya.

- Jacobs, E. E., Harvill, R. L., & Masson, R. L., Schimmel, C. J. (2011) *Group counseling: strategies and skills. 7th Edition*. Cengage Learning.

PQA7010 Praktikum Kaunseling (3 Jam Kredit)
PQA7010 Counseling Practicum (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini memerlukan pelajar mempamerkan pengetahuan dan kemahiran kaunseling individu dan kelompok pada tahap lanjutan. Pelajar melibatkan diri secara intensif dalam amali sesi kaunseling dan perbincangan berpandu untuk kajian kes. Sesi amali dan sumbangsaran yang dijalankan melalui perbincangan berpandu 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 individual and group counselling at an advance level. Students intensively involve themselves in practical counselling sessions and guided discussion on case studies. The practical session and brainstorming sessions through guided discussion 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.

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:

- Baird, B. N. (2013). *The internship, practicum and field placement handbook: A Guide for the helping professions.* NJ: Prentice Hall.
- Corey, G. (2012). *Case approach to counseling and psychotherapy (4th.ED)* Pacific Grove : Brooks/Cole Publishing Company.
- Perry, C (2008). *Basic counseling techniques: A begining therapist's toolkit,* IL : 1st Books Library.
- Scott, J,, & Boylan, J. C. (2014). *Practicum and internship: Textbook and resource guide for counseling and psychotherap.*NY: Routledge.

PQA7011 Bimbingan dan Kaunseling di Sekolah (3 Jam Kredit)
PQA7011 Guidance and Counseling in School (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini mendedahkan pelajar untuk menganalisa keperluan program bimbingan dan kaunseling di sekolah. Sebahagian daripada isu yang akan dibincangkan adalah keperluan kaunseling peribadi, akademik, dan dan kerjaya. Kursus ini juga akan memperkenalkan pelajar untuk perancangan program bimbingan yang berkesan di sekolah. Makna , dan kepentingan bimbingan dan kaunseling, perancangan program yang berkesan, dan perlaksanaan kajian kes akan dibincangkan secara terperinci.

The course will expose students to analyze the need of guidance and counseling services in school setting. Among the issues that will be discussed are the need of personal, academic, and career guidance and counseling. The course will also introduce students to the planning of guidance and counseling programs in schools. The definition, the importance, effective program planning, and case study will be discussed in detail.

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:

- Amla, S., Zuria, M., & Salleh, A. (2006). *Bimbingan dan kaunseling sekolah.* Bangi, Penerbit UKM.
- Davis, T. E., (2014). *Exploring school sounseling (Professional Practices and Perspectives).* Stamford, CT: Cengage Learning.
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance & counseling programs.* Alexandria, VA: American Counseling Association.
- Magnusen, S., Hess, R, S., & Beeler, L. M. (2011). *Counseling children and adolescents in schools: Practice and application guide.* Thousand Oaks, CA: Sage.
- Ministry of Education *(2009). Implementation guidelines guidance and counselling services in primary and secondary schools*.

PQA7012 Kaunseling di Institut Pendidikan Tinggi (3 Jam Kredit)
PQA7012 Counseling in Higher Education Institution (3 Credit Hours)

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 counselling programmes 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 counselling. 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: *Bahasa Malaysia/English*

Rujukan Utama:
Main References:

- Forney, D. S., Evans, N. J., Patton, L.D., Renn, K. A., Guido, F. M. (2013). *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. (2011). *Student services: A handbook for the profession. San Francisco*: Jossey-Bass.
- Sharkin, B. S. (2011). *Being a college counselor on today's campus: Roles, contributions, and special*

challenges. NY: Routledge.

PQA7013 Kaunseling Organisasi (3 Jam Kredit)
PQA7013 Organisational Counseling (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini mendedahkan pelajar dengan pengetahuan dan kemahiran kaunseling yang boleh diaplikasikan dalam organisasi. Tumpuan adalah ke atas penggunaan kemahiran kaunseling dalam penyelesaian masalah dan membuat keputusan dalam seting organisasi. Selain itu, pengurusan sumber manusia dalam aspek pengambilan pekerja, perjawatan, latihan dan perkembangan, penyelidikan dan prestasi pekerja dalam sesuatu organisasi juga turut dibincangkan. Akhirnya, langkah-langkah ke arah meningkatkan kesejahteraan dan hubungan interpersonal ahli-ahli dalam sesuatu organisasi turut ditekankan.

The course is designed to expose students to counselling knowledge and skills that can be applied in organisations. The focus is on the application of counselling skills pertaining to problem solving and decision making in organisations. Besides that, human resource management in terms of staff recruitment, employment, training and staff development, research, and staff performance in an organisation are also discussed. Finally, steps on improving wellbeing and interpersonal relationships among members in an organisation will also be emphasised.

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:

- Glading, S. T., & Newsome, D. W. (2013). *Clinical mental health counseling in community and agency setting*. Boston, MA: Pearson.

- Lewis, J.A., Lewis, M.D., Daniels, J. A., & D' Andrea, M. J.(2010). *Community counseling: A multicultural-social justice perspective*. Belmont, CA: Cengage Learning.

- Robert, B., & Stokes, A. (2010). *Setting up in independent practice: A handbook for counselors, therapists and psychologists (Professional Handbooks in Counselling and Psychotherapy*). England: Palgrave McMillan.

PQA7014 Kaunseling Perkahwinan dan Keluarga (3 Jam Kredit)
PQA7014 Marriage and Family Counseling (3 Credit Hours)

Sinopsis/*Synopsis*

Kursus ini dibina untuk mendedahkan pelajar kepada keperluan kaunseling perkahwinan dan keluarga dalam masyarakat. Di antara perkara-perkara yang dibincangkan adalah berkaitan dengan masalah yang dihadapi oleh pasangan di peringkat pra perkahwinan dan dalam perkahwinan seperti perpisahan, perceraian,konflik keluarga dan juga penderaan suami isteri dan ahli keluarga yang lain. Di samping itu, pelajar juga akan membincangkan masalah yang berkaitan dengan pasangan yang berkahwin semula, keluarga yang mempunyai ibu atau bapa sahaja, dan juga keluarga yang mempunyai ibu bapa bekerja. Beberapa pendekatan yang boleh diguna dalam kaunseling perkahwinan dan keluarga juga akan dibincangkan. Pengenalan ringkas mengenai Undang-Undang Keluarga Sivil dan Islam mengikut konteks Malaysia juga akan didedahkan

The course is designed to expose the students to marriage and family counseling in the community. Some of

the issues discussed are problems faced by couples at the pre marital stage and problem faced married couple such as separation, divorce,family conflict, and abuse. Besides that, students are exposed to certain issues such as remarriag, family with single parent and family with dual earners. Some of the approaches of marriage and family counseling are also discussed. An introduction to Civil and Islamic Family law in the Malaysian context 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:

- Dattilio, F. M., Jongsma, A. E., & Davis, S. D. (2010). *The family therapy treatment planner*. Hoboken, NJ: John Wiley and Sons.

- Gladding, S.nT. (2018). *Family Therapy: History, theory and practice. (7th Ed)*. Boston, MA: Pearson.

- Nichols, M.nbP. & Davis, S. (2016). *Family therapy: Concepts and methods. (11th Ed)*. Boston, MA: Pearson.

- Patterson, J., & Williams. L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination*. NY: The Guilford Press.

PQA7015 Internship (3 Jam Kredit)
PQA7015 Internship (3 Credit Hours)

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 beserta program-program kaunseling yang lain berdasarkan keperluan di organisasi dimana mereka menjalankan latihan professional. 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: *Bahasa Malaysia/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.

- Boylan, J., & Scott, J. (2008). *Practicum and Internship : Textbook and resource guide for counselling and psychotheraphy. (4th Ed).* New York, NY: Routledge.

- Hill, C. E. (2014). *Helping skills: Facilitating exploration, insight, and action. 4th Edition*.Washington DC: American Psychological Association.

- Sweitzer, H. F., & King, M. A. (2009) *The succesful Internship: Personal , professional and civic development. 3rd Edition*. Brooks/Cole Cengage Learning.

PQX7002 Projek Penyelidikan (12 Jam Kredit)
PQX7002 Research Project (12 Credit Hours)

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*. 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.

PANDUAN PENYEDIAAN TESIS, DISERTASI DAN LAPORAN PENYELIDIKAN

GUIDE TO THE PREPARATION OF THESES, DISERTATIONS AND RESEARCH REPORTS

PROGRAM IJAZAH TINGGI

POSTGRADUATE PROGRAMMES

SESI/SESSION 2019/2020

FAKULTI PENDIDIKAN
UNIVERSITI MALAYA
50603 KUALA LUMPUR

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA

GUIDE TO THE PREPARATION OF THESES, DISSERTATIONS & RESEARCH REPORTS

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1. INTRODUCTION

Theses and dissertations of the Faculty of Education, University of Malaya reflect the standards that students need to abide by. As such, the rules and format in this document need to be strictly adhered to.

The guidelines in this document are specifically for the postgraduate students of the Faculty of Education, University of Malaya in the process of preparation of research reports, theses and dissertations. These guidelines follow the American Psychological Association (APA) format.

2. FORMAT

2.1 Binding

A research report/dissertation/thesis submitted shall be bound in one (1) volume. If there is a need for a second volume, special permission must be obtained from the Institute of Graduate Studies.

For the purpose of examination, a research report/dissertation/thesis submitted to the external examiner should be bound in **soft cover** rexine with the colour indicated below:

- Research report: Ocean blue or Light bright blue
- Dissertation: Dark red or maroon
- Thesis: Dark red or maroon

However, for submission to internal reader, student can choose to use simple binding (colour paper and plastic sheet as cover)

For final submission prior to graduation, a research report/dissertation/thesis submitted should be bound in **hard cover** rexine with the colour indicated below:

- Research report: Ocean blue or Light bright blue
- Dissertation: Dark red or maroon
- Thesis: Dark red or maroon

Note:

Documents required for **submission for the purpose of examination** are as follows:

- At least **six (6)** printed softbound copies (or such numbers as may be determined by the faculty) of the dissertation/thesis;
- **One (1)** electronic copy (PDF format); and
- Submission of /Dissertation/Thesis for Examination/Re-examination form.

Documents required for **final submission prior to graduation** after completing the corrections (if any), are as follows:

- At least **three (3)** include printed hardbound copies (or such numbers as may be determined by the faculty) of the final research project/dissertation/thesis;
- **One (1)** electronic copy (PDF format); and
- Final submission for research project/dissertation/thesis form;
- Repository form; and
- Correction report form (if applicable).

The thesis cover must be of A4 size (210mm x 297mm).

The title of a research report/dissertation/thesis, name of author, name of the university and year of submission must be printed in gold block on the front cover. The letters for the Front Cover should be font size 16, font type Arial Narrow, bold and in uppercase letters.
The examples are shown in Appendices A1 – A5

The spine of a research report/dissertation/thesis should show the title of research, name of author, year of submission and name of degree. The year of submission must be in accordance to the year when the research report/dissertation/thesis is submitted.
The examples are shown in Appendices B1 and B2.

2.2 Length of Thesis / Dissertation

A Research Report / Dissertation / Thesis should generally be in the range as given follows:

a) Research Report (12 credit hours)	: 14,000 - 17,000 words
b) Research Report (15 credit hours)	: 17,000 – 20,000 words
c) Masters Dissertation (Mixed Mode) (24 credit hours)	: 20,000 - 25,000 words
d) Masters Dissertation (Mixed Mode) (30 credit hours)	: 25,000 – 30,000 words
e) Masters Dissertation (Mixed Mode) (40 credit hours)	: 30,000 – 40,000 words
f) Masters Dissertation (Research Mode)	: 40,000 - 60,000 words
g) PhD Thesis (Mixed Mode)	: 60,000 - 80,000 words
h) PhD Thesis (Research Mode)	: 80,000 - 100,000 words

Justification of Word count: The Maximum word count for (f), (g), & (h) do follow the maximum limit of word count set by IPS.

The maximum length of words excludes footnotes, references, appendices, tables, figures and prefaces.

A candidate who wishes to exceed the number of words specified must apply to the Senate through the respective Faculty at least three months before the submission of the research report/dissertation/thesis for examination and provide reasons for the inability to adhere to the prescribed length.

2.3 Paper and Duplication

The research report/dissertation/thesis should be printed, single-sided, on high quality white A4 paper (201 × 297 mm; 80 grams). Computer pin-feed printout paper is not permitted.

The research report/dissertation/thesis, in softcover or hardbound copies, must be typed and duplicated by offset printing or good quality photocopying. All copies must be clean and legible.

2.4 Typing

2.4.1 *Typing Quality*

The research report/dissertation/thesis must be typed using font type **Times New Roman, font size 12** (except for tables and figures) **and justified**, using Microsoft Word version 6.0 or later, or similar word-processing software. Research report/dissertation/thesis in Arabic should be typed using Font type Traditional Arabic in font size 16.

Words in a language that is different from the language of the research report/dissertation/thesis must be typed in *italics*.

For mathematical texts, the use of Equation Editor or LaTeX is advisable. Script fonts are not permitted.

Text should be typed on one side of a paper only. A high quality laser should be used for the printing.

2.4.2 *Spacing*

Double-spacing should be used throughout the text, including abstract. Single-spacing should be used for long tables, quotations, footnotes and bibliographic / reference entries.

2.5 Margins

The stipulated margins for the general text are as follows:

Top	: 2.5 cm
Right	: 2.5 cm
Left	: 4.0 cm
Bottom	: 2.5 cm

The following guidelines also need to be followed as far as possible:

- Typing should not extend more than one line below the bottom margin and then only to complete a footnote or the last line of a chapter, subdivision or a caption.
- All tables and figures including their captions should conform to margin requirements.
- A new paragraph at the bottom of a page must have at least two full lines of text or it should begin on the next page.
- There should be **only** double spacing between paragraphs (the start of a paragraph must be indented).

2.6 Pagination

All page numbers are to be placed without punctuation 1.0 cm from the bottom edge at the right hand side. The recommended Font and size for the page numbers are Font type Times New Roman and font size 10.

In addition, the page numbering system must conform to the following rules:

- The *Preliminaries* include the *Title Page*, the *Original Literary Work Declaration*, *Abstracts*, *Acknowledgement, Table of Contents, List of Tables, List of Figures*. *List of Symbols / Abbreviations / Nomenclature and List of Appendices.* The *Preliminaries* are numbered in consecutive lower case Roman Numerals (i, ii, iii, iv, etc.)
- **The title page is considered as page i, but the number is not typed.** The Roman numeral ii appears on the first page that follows the title page and continues through for all the *Preliminaries.*
- The whole body of text, the Bibliography / References and the Appendices are numbered consecutively in Arabic numerals (1, 2, 3, etc.) beginning with 1 on the first page of the text.

2.7 Footnotes, Endnotes and Notes

APA does not recommend the use of footnotes and endnotes. Nevertheless, the APA format suggests using footnotes for two types of information: content comments and copyright permission.

2.8 Tables

Tables are useful for presenting a large quantity of information clearly and concisely. They

typically display numerical data in columns and rows for easy classification and comparison. Tables do not duplicate text, but rather present information. They should be interpretable without the text.

Basic Presentation and Formatting:

1. Numbering: Each table is preceded by the capitalized word "table" followed by an Arabic number (e.g., Table 1.1, Table 1.2, Table 2.1, Table 2.2 and so on according to the Chapter). The number given to a table is determined by the order in which that table is referred to in the text (i.e., the first table discussed is Table 1.1, the second is Table 1.2, and so on). Capitalize "table," and do not bold or italicize the text.

2. Titling: Each table has a unique title written directly below the table number. Titles should be brief yet descriptive. Capitalize each major word in the title (but not of, on, in, and, etc.). Italicize titles. Don't put a period. Example: Mean Performance Scores of Students with Different College Majors

3. Spacing: Tables in the new 6th edition APA format can be double-spaced or single-spaced with readability as the primary consideration. Spacing should be consistent throughout the table.

4. Ruling: Put lines in a table only when they are necessary for clarity. Horizontal lines are permissible; vertical lines are not.

5. There can be notes for the table

An Example:

Table X.X

Kolmogorov-Smirnov and Shapiro-Wilk Tests for Normality Distribution

Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control group	0.094	41	0.200*	0.96	41	0.12
Experimental group	0.106	39	0.200*	0.97	39	0.55

Note. a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

2.9 Figures

The 6th Edition of the APA Publication Manual gives the following guidance in relation to figures: A good figure:

1. Augments rather than duplicates the text, conveys only essential facts, omits distracting material, and is carefully planned.

2. Be certain in figures of all types that lines are smooth and sharp, units of measure are provided, axes are clearly labeled, and elements within the figure are labeled or explained.

An Example:

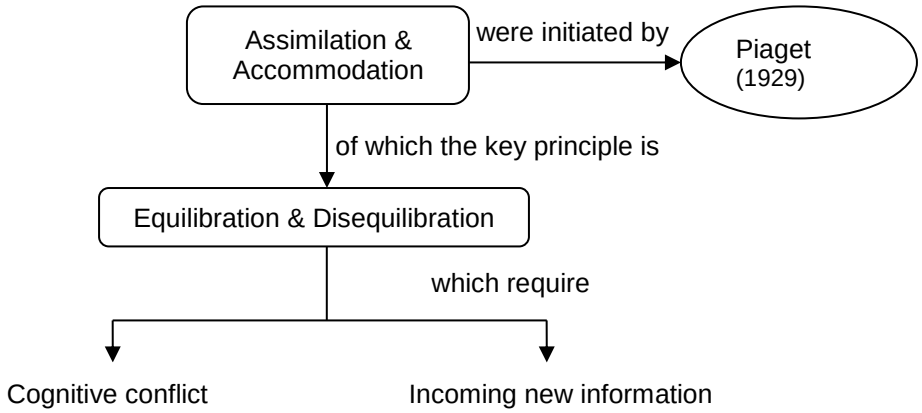


Figure X.X. Outline of Piaget's (1929) thoughts

3 LAYOUT / ARRANGEMENT OF CONTENTS

The structure of the research project, dissertation or thesis is based on a standard format which contains the three main sections; **Preliminary**, **Main Text** and **Supplementary**.

3.1 Preliminary

This section consists in order of the following:

1. *The Title Page* : Appendix D1 – D5

2. *Original Literary Work Declaration Form*: Appendix E1 - E2

3. *(a) Abstract* : Appendix E 3 (a)
   (b) Abstrak : Appendix E 3 (b)

   The abstract should be written as one paragraph, double-spaced and should not be more than 500 words.

   A good abstract should consist of brief description of the following:

   (a) Statement of Problem (this includes the gap in literature briefly)
   (b) Objectives of the Study
   (c) Methodology (i.e. research design, sample size, and instruments used)
   (d) Findings
   (e) Conclusion

   An Example of a good abstract is shown in: Appendix E3

4. *Acknowledgements* : Most Research Reports / Dissertations / Theses will include a brief statement of thanks in recognition of any assistance.

5. *Table of Contents* : Appendix E 4

6. *List of Figures* : This list should use exactly the same numbers and captions that appear below the figures in the text and the appendices. The numbering system is according to chapter, for e.g.: figures in Chapter 1 are numbered sequentially: Figure 1.1, Figure 1.2 and so on.

7. *List of Tables* : This list should use exactly the same numbers and captions that appear above the tables in the text and the appendices. The numbering system is according to chapter, for e.g.: tables in Chapter 1 are numbered sequentially: Table 1.1, Table 1.2 and so on.

8. *List of Symbols and Abbreviations*
   and Abbreviations : If necessary to the presentation of the thesis, this list appears after the list of Tables and Figures

9. *List of Appendices* : This list contains the titles of appendices at the end of the research report/ dissertation / thesis

3.2 Main Text

The text is organized into chapters. There is no restriction on the total number of chapters but has to be agreed upon by the supervisor and the candidate. Opinions of the examiners and examination board can be taken into consideration. Generally, the basic structure of the thesis or dissertation is as follows:

1. Chapter 1 : Introduction
   This chapter introduces the problem to be investigated and its background; the aim, the research objectives and research questions must be all aligned logically; the operational definitions; the scope of the study and the limitation of the study.

   Note: The conceptual and theoretical frameworks can be included here or as seen appropriate in other sections of the thesis.

2. Chapter 2 : Literature Review
   A critical review of past literature written by accredited scholars and researchers relevant to the study must be discussed carefully. The candidate can review in depth research conducted as necessary from older publications but must include recent/current publications as well.

3. Chapter 3 : Methodology
   The research design and procedures of sampling, data collection and analytical procedures must be explained and described in detail with all the necessary justifications and examples for the chosen approach.

4. Chapter 4: Findings ~~and Discussion~~
   Findings must be presented via the written text, tables and figures and displayed clearly. The interpretation of the findings must be discussed in a scholarly manner.

   Note: The candidate may choose to separate Findings & Discussion into different Chapters as seen appropriate.

5. Chapter 5: Discussion and Conclusion
   The study findings must be summarized, discussed, the implications, suggestions from the study, suggestions for future research and a conclusion presented.

   An example of main text layout is shown as follow:

CHAPTER 1

INTRODUCTION

Double spacing

Double spacing

1.1 Background of the Study

The education of students with disabilities began with 'special education.' Though intentions were positive, this special school learning was taking place outside the mainstream and therefore there was discrimination…..

Society needed a paradigm shift in its education system to bring about a change in its thinking and to create a future inclusive world where disability is seen as normal not abnormal….

1.2 Rationale of the Study

This study is in line with the Blue Print of the Malaysian Ministry of Education, (2013) that highlighted the importance of inclusive education….

Double Spacing

3.3 Supplementary

This section includes the following:

3.3.1 Table of Content

The following format is only applicable to students' intake from Semester 1, Session 2017/2018.

The Table of Contents lists the chapters, topics and sub-topics together with their page numbers. Sub-topics and topics should be labelled according to the chapter, for example:

Chapter 1: Title

1.1 Heading 1
1.1.1 Heading 2
1.1.1.1 Heading 3
a. Heading 4
i. Heading 5
1.1.2 Heading 6
1.2 Heading 7
.
.
.

Chapter 2: Title

2.1 Heading 1
2.1.1 Heading 2
2.1.1.1 Heading 3
a. Heading 4
i. Heading 5
2.1.2 Heading 6
2.2 Heading 7
.
.
.

This numbering system provides a clear picture of the relationship between chapters and topics and shows how they are connected.

3.3.2 Bibliography / References

When citing in the text of the thesis (in-text citations), there are several rules to remember:

1. *Direct quotations (APA Manual, p.170-171)*
   In addition to the author and the date, **direct quotations must also include the page number** (or paragraph number for non-paginated sources). For example, (Smith, 2005, p. 27) or for a non-paginated source, such as online material: (Smith, 2008, para. 4). Use the abbreviation pp. for multiple pages.

2. *Paraphrasing*
   When paraphrasing, you do not need to include page or paragraph numbers. However, the *APA Manual* states page numbers *may be* included to help your reader locate the material you used in the original source.

3. *Author's name in tag line*
   Smith (2009) studied psychomotor ability in football players.

4. *Author's name in parentheses*
   Complex psychomotor skills were explored by observing numerous football games (Smith, 2009).

5. *Two authors*
   You need to cite both names every time you refer to a work by two authors. If the names are referred to in the text, only the year appears in parentheses; if the names are not referred to in the text, include the names in the parenthetical reference joined by an ampersand (&).
   Smith and Harrison (2007) found a high rate of collaborative learning activity among the participants. A high rate of collaborative learning activity was found among the participants (Smith & Harrison, 2007).

6. *Three, four, or five authors*
   You must cite all authors, either in text or parenthetically, the first time they are referenced. From then on, use only the surname of the first author, followed by *et al*. Notice in the following examples that *et al.,* which means "and others," is not italicized and ends with a period.
   First time authors referred to in the text: Smith, Harrison, and Nelson (2004) conducted an experiment related to active learning.

   Subsequent references to the same authors in the text: Smith et al. (2004) found that the subjects found active learning stimulating.

   First time authors referred to in the parenthetical reference: Participants in the study conducted an experiment related to active learning (Smith, Harrison, & Nelson, 2004).

   Subsequent parenthetical references to same authors: The subjects in the study found active learning stimulating (Smith et al., 2004).

7. *Six or more authors*
   When there are six or more authors, use the last name of the first author followed by *et al*. for the first citation in the text as well as subsequent citations. Follow the same format for the parenthetical reference. Example, Smith et al. (2007)

8. *Secondary sources (APA Manual, p. 178)*
   Cite from original sources whenever possible. If you need to cite something that was mentioned or quoted in someone else's work, describe the original work in the text of your paper, but cite the secondary source in your parenthetical reference and in the reference list. An example, if Harrison's work is cited in Smith's work and you did not read Harrison's work, you will mention Harrison's work in the text of your paper, but reference Smith's work, both parenthetically and in the reference list as follows:
   Harrison's study (as cited in Smith, 2007)
   In this example, Smith's work will be the one listed in your reference list.

9. *Work listed by title*
   If no author is given, use the article title (in quotation marks) or book title (italicized) in the text of your paper and in the parenthetical reference. You may use just the first several words, if the title is lengthy. For example, a parenthetical reference to the article "Integrating Technology into Education" which appeared in *New Social Science* without an

identified author, can be cited as ("Integrating Technology," 2010).

10. *Personal communications (APA Manual, p.179)*
    Personal communications that are not recoverable, such as personal or phone interviews, email messages, and memos are cited in the text only and are not included in the reference list. (A. M. Smith, personal communication, September 8, 2011)

    For more detail referencing style on multiple authors, authors of different ethnicity (e.g. Malay, Chinese, Indian, Punjabi, etc.), please refer to "APA Formatting and Style Guide by the University of Malaya Library" at:

    https://umlib.um.edu.my/scontents.asp?tid=31&cid=129&p=1&vs=en

3.3.3 Appendix / Appendices

The Appendix section supports the main written text of the thesis. The Appendices may consist of research instruments, raw data, letters of consent, long results tables, photographs and such. Appendices can be labelled as APPENDIX A, APPENDIX B and so on.

4 MISCELLANEOUS NOTES / GENERAL INFORMATION

4.1 Use of Copyright / Plagiarism

Postgraduate candidate of the University of Malaya are expected to produce original academic work. Plagiarism is defined as the use of original work, ideas or actual texts created by others, without acknowledging the original source. Hence, failure to acknowledge the work of others in their work means the candidate is guilty of plagiarism and may be subjected to disciplinary action under the University of Malaya (Discipline of Students) Rules 1999.

Postgraduate candidates are strongly advised to read the "How to Avoid Plagiarism: A Handbook for Postgraduate Students", which outlines the rules and regulations pertaining to acts of plagiarism.

The University also highly recommends the usage of Turnitin, an online web-based plagiarism detection application to avoid plagiarism and ensure academic integrity. The similarity index percentage should equal to or less than 15% (≤15%)

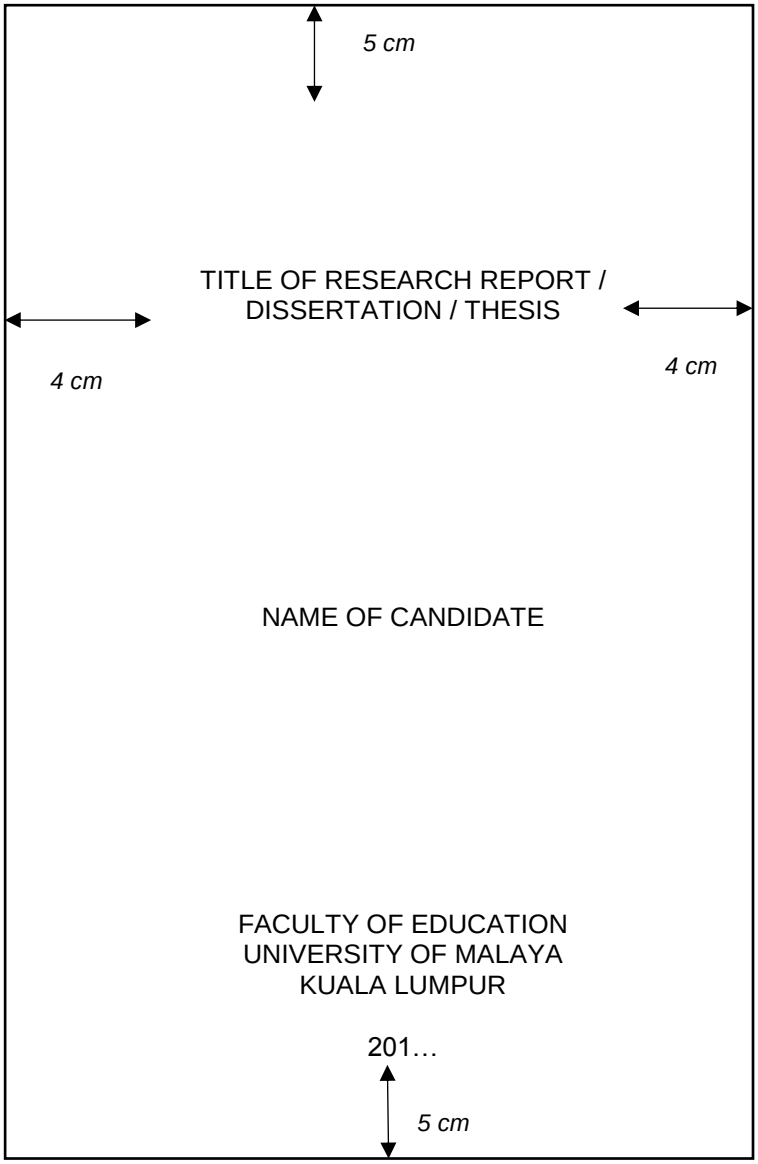
5. APPENDICES

A 1

Example of the Front Cover of a Research Report / Dissertation / Thesis

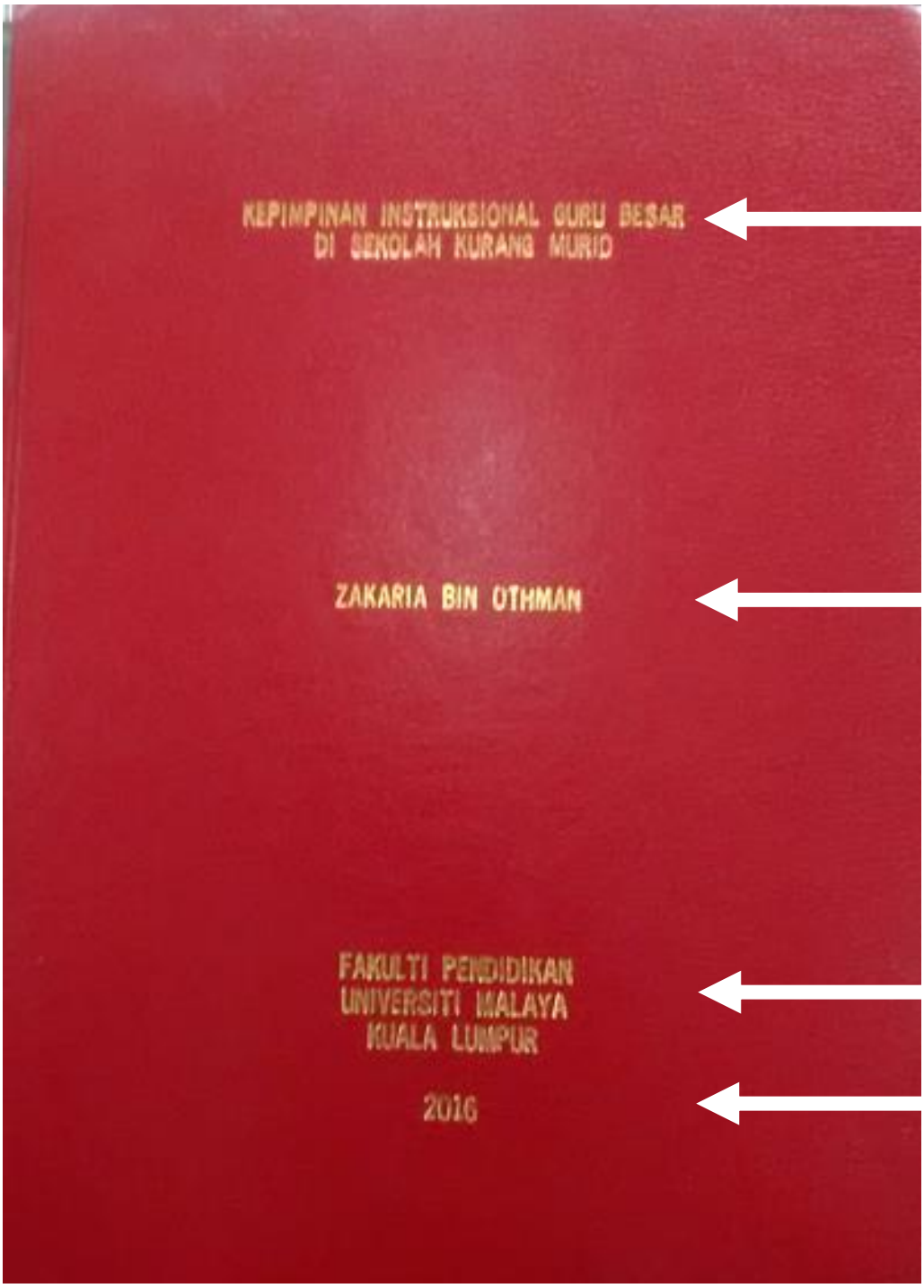
Front Cover colour of Dissertation or Thesis (Maroon/ Dark Red)

Front Cover colour of Research Report (Ocean Blue)



Font: Arial Narrow (Gold Lettering)
Size: 16, Bold
Spacing: 1.5

A 2 – SAMPLE HARD BOUND COPY FOR FINAL SUBMISSION – BAHASA MALAYSIA



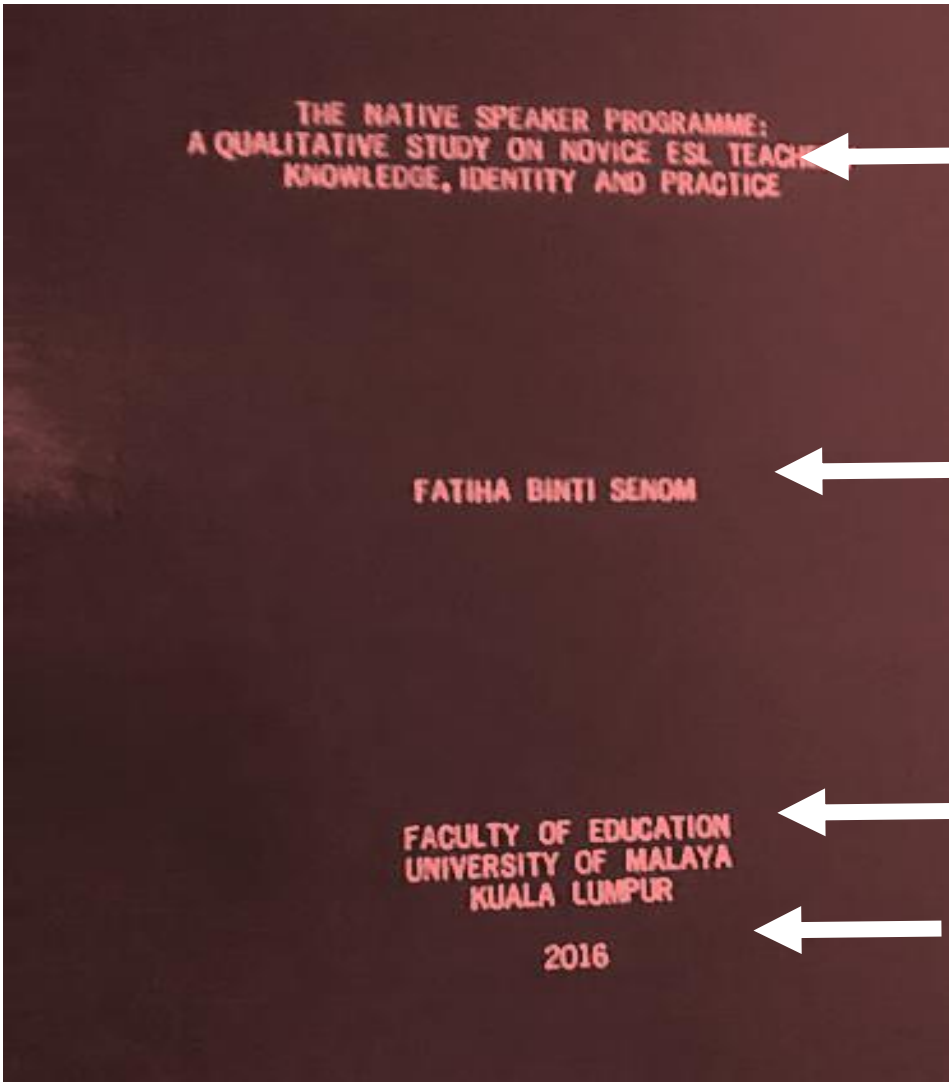
Title of Research approved by the Faculty and Senate

Name of candidate as registered with the University

Faculty of Education as the student is registered here

Year of submission

A 3 – SAMPLE HARD BOUND COPY FOR FINAL SUBMISSION – ENGLISH



Title of Research approved by the Faculty and Senate

Name of candidate as registered with the University

Faculty of Education as the student is registered here

Year of submission

A 4 –SAMPLE OF <u>SOFTBOUND COPY FOR EXAMINATION</u>

For PhD. Thesis for examination, the softbound copy must be in soft red rexine.
For Masters Dissertation for examination, the softbound copy must be in red 'hard' cardboard

Note: For Internal Examiner, the copy can be just simple binding, with colour paper and plastic sheet as cover.

A 5 – SAMPLE OF <u>WHOLE HARD BOUND COPY</u> FOR FINAL SUBMISSION

Example of hardbound thesis / dissertation (dark red/ maroon)

Example of hardbound research report (ocean blue)

B 1 – SPINE FORMAT

NAME OF CANDIDATE

TITLE OF RESEARCH REPORT / DISSERTATION / THESIS

MEd

2016

NAME OF CANDIDATE

TITLE OF RESEARCH REPORT / DISSERTATION / THESIS

Ph.D

2016

Approximately 2 cm

B 2 – SAMPLE OF SPINE FORMAT
FOR FINAL HARD COPY

C – ELECTRONIC SOFT COPY

The submitted electronic copy of the research report / dissertation / thesis in the form of a CD (in PDF format), is required to be labelled with the following details:

Name *(Nama)*:
Matric Number *(Nombor Matrik)*:
Title of Research Report / Dissertation / Thesis *(Tajuk Laporan Penyelidikan / Disertasi / Tesis)*:
Name of Faculty *(Nama Fakulti)*:
Year of Submission *(Tahun Penyerahan)*:

Example:

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Matric Number	
Title	
Faculty	
Year of Submission	

NOTE: SELECT ONLY ONE LANGUAGE
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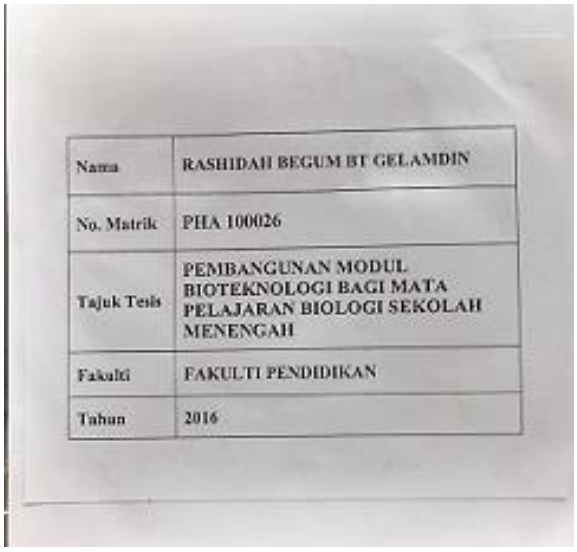

Nama	RASHIDAH BEGUM BT GELAMDIN
No. Matrik	PHA 100026
Tajuk Tesis	PEMBANGUNAN MODUL BIOTEKNOLOGI BAGI MATA PELAJARAN BIOLOGI SEKOLAH MENENGAH
Fakulti	FAKULTI PENDIDIKAN
Tahun	2016

The Title Page is the first page after the front cover and should include:

a) The final research title which has been approved by the Faculty;
b) Name of candidate according to the registration records;
c) The statement as the following (according to mode of programme):

Master's Degree			Doctoral Degree	
Research Report (Coursework mode)	**Dissertation (Mixed mode)**	**Dissertation (Research mode)**	**Thesis (Mixed mode)**	**Thesis (Research mode)**
RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION, UNIVERSITY OF MALAYA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF (Name of Programme)	DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF (Name of Programme)	DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF (Name of Programme)	THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF (Name of Programme)	THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF (Name of Programme)

D 1 – TITLE PAGE FOR RESEARCH REPORT

TITLE OF RESEARCH REPORT
TAJUK LAPORAN PENYELIDIKAN

NAME OF CANDIDATE
NAMA CALON

SUBMITTED TO THE FACULTY OF EDUCATION, UNIVERSITY OF MALAYA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF COUNSELING
DISERAHKAN KEPADA FAKULTI PENDIDIKAN, UNIVERSITI MALAYA SEBAGAI MEMENUHI SEBAHAGIAN KEPERLUAN BAGI IJAZAH SARJANA KAUNSELING

201…

Font: Arial Narrow
Size: 12
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NOTE: SELECT ONLY ONE LANGUAGE
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D 2 – TITLE PAGE FOR DISERTATION BY MIXED MODE

TITLE OF DISSERTATION
TAJUK DISERTASI

NAME OF CANDIDATE
NAMA CALON

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (LANGUAGE EDUCATION)
DISERTASI DISERAHKAN SEBAGAI MEMENUHI SEBAHAGIAN KEPERLUAN BAGI IJAZAH SARJANA PENDIDIKAN (PENDIDIKAN BAHASA)

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UNIVERSITY OF MALAYA
KUALA LUMPUR
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UNIVERSITI MALAYA
KUALA LUMPUR

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D 3 – TITLE PAGE FOR THESIS BY MIXED MODE

TITLE OF THESIS
TAJUK TESIS

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NAMA CALON

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
TESIS DISERAHKAN SEBAGAI MEMENUHI SEBAHAGIAN KEPERLUAN BAGI IJAZAH DOKTOR FALSAFAH

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR
FAKULTI PENDIDIKAN
UNIVERSITI MALAYA
KUALA LUMPUR

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D 4 – TITLE PAGE FOR DISSERTATION BY RESEARCH

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D 5– TITLE PAGE FOR THESIS BY RESEARCH

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TESIS DISERAHKAN SEBAGAI MEMENUHI KEPERLUAN BAGI IJAZAH DOKTOR FALSAFAH

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KUALA LUMPUR
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KUALA LUMPUR

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Size: 12
Spacing: 1.5

NOTE: SELECT ONLY ONE LANGUAGE
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E1– ORIGINAL LITERARY WORK DECLARATION FORM (ENGLISH)

UNIVERSITI MALAYA

ORIGINAL LITERARY WORK DECLARATION

Name of Candidate: (I.C/Passport No:)

Registration/Matric No:

Name of Degree:

Title of Project Paper/Research Report/Dissertation/Thesis ("this Work"):

Field of Study:

I do solemnly and sincerely declare that:

(1) I am the sole author/writer of this Work;
(2) This Work is original;
(3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract from, or reference to or reproduction of any copyright work has been disclosed expressly and sufficiently and the title of the Work and its authorship have been acknowledged in this Work;
(4) I do not have any actual knowledge nor do I ought reasonably to know that the making of this work constitutes an infringement of any copyright work;
(5) I hereby assign all and every rights in the copyright to this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;
(6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally or otherwise, I may be subject to legal action or any other action as may be determined by UM.

Candidate's Signature Date

Subscribed and solemnly declared before,

Witness's Signature Date

Name:
Designation:

E2– ORIGINAL LITERARY WORK DECLARATION FORM (BAHASA MALAYSIA)

UNIVERSITI MALAYA

PERAKUAN KEASLIAN PENULISAN

Nama: (No. K.P/Pasport:)

No. Pendaftaran/Matrik:

Nama Ijazah:

Tajuk Kertas Projek/Laporan Penyelidikan/Disertasi/Tesis ("Hasil Kerja ini"):

Bidang Penyelidikan:

Saya dengan sesungguhnya dan sebenarnya mengaku bahawa:

(1) Saya adalah satu-satunya pengarang/penulis Hasil Kerja ini;
(2) Hasil Kerja ini adalah asli;
(3) Apa-apa penggunaan mana-mana hasil kerja yang mengandungi hakcipta telah dilakukan secara urusan yang wajar dan bagi maksud yang dibenarkan dan apa-apa petikan, ekstrak, rujukan atau pengeluaran semula daripada atau kepada mana-mana hasil kerja yang mengandungi hakcipta telah dinyatakan dengan sejelasnya dan secukupnya dan satu pengiktirafan tajuk hasil kerja tersebut dan pengarang/penulisnya telah dilakukan di dalam Hasil Kerja ini;
(4) Saya tidak mempunyai apa-apa pengetahuan sebenar atau patut semunasabahnya tahu bahawa penghasilan Hasil Kerja ini melanggar suatu hakcipta hasil kerja yang lain;
(5) Saya dengan ini menyerahkan kesemua dan tiap-tiap hak yang terkandung di dalam hakcipta Hasil Kerja ini kepada Universiti Malaya ("UM") yang seterusnya mula dari sekarang adalah tuan punya kepada hakcipta di dalam Hasil Kerja ini dan apa-apa pengeluaran semula atau penggunaan dalam apa jua bentuk atau dengan apa juga cara sekalipun adalah dilarang tanpa terlebih dahulu mendapat kebenaran bertulis dari UM;
(6) Saya sedar sepenuhnya sekiranya dalam masa penghasilan Hasil Kerja ini saya telah melanggar suatu hakcipta hasil kerja yang lain sama ada dengan niat atau sebaliknya, saya boleh dikenakan tindakan undang-undang atau apa-apa tindakan lain sebagaimana yang diputuskan oleh UM.

Tandatangan Calon Tarikh

Diperbuat dan sesungguhnya diakui di hadapan,

Tandatangan Saksi Tarikh

Nama:
Jawatan:

E3 – SAMPLE OF A GOOD ABSTRACT (ENGLISH)

Issues about low problem solving and mathematics performance in Malaysia has led to the need of deep understanding about factors that affecting mathematical problem solving among Malaysian students. This study examined the effects of metacognitive and problem solving strategies training on mathematical problem solving of lower secondary school students in Kuala Lumpur. A quasi-experimental research design was adopted. Three intact classes were randomly assigned into treatment group, comparison group and control group. The total number of participants in all the three groups was 86 where they were pre-tested and post-tested on mathematical problem solving. Prior to inferential testing, preliminary checks were conducted to ensure that there was no violation of the ANCOVA assumptions. After adjusting for mathematical problem solving pre-test scores, ANCOVA results reveal that metacognitive and problem solving strategies training has significant effect on mathematical problem solving, at $p<.05$ level for between the groups [$F\ (2,82)=19.635,\ p=.000,$ *partial eta squared*$=.324$]. This result is consistent with the theories. Furthermore, planned contrasts for ANCOVA were conducted using Bonferroni adjusted alpha levels of .017 ($.05/3$). The finding reveals that problem solving strategies training only has no significant effect on mathematical problem solving. This means that the significant increase in mathematical problem solving is merely due to metacognitive and problem solving strategies training. In addition, the interaction effect of gender is not significant, with $F(2,82)=.047,\ p>.05$, which suggests that gender did not give effect to the training. Thus, it can be concluded that metacognitive and problem solving strategies training is more effective than problem solving strategies training only; and it is applicable and effective for both gender.

Statement of Problem

Objectives of the Study

Methodology

Findings

Conclusion

NOTE: If the thesis is written in English the English Abstract need not have a title. The Bahasa Malaysia title needs to be shown in the BM Abstract

If the thesis is written in Bahasa Malaysia the BM Abstract need not have a title. The English title needs to be shown in the English Abstract

Both the ABSTRACT/ABSTRAK and the TITLE must be in Capital letters and in Bold Font

E4– SAMPLE OF TABLE OF CONTENTS FOR QUANTITATIVE RESEARCH

(Note: Students are encouraged to discuss with the supervisors on the relevant sub-topics that need to be included in the write up. This is just an EXAMPLE only)

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Abstrak iii

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List of Tables..... xvi

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