UNIVERSITI MALAYA

FAKULTI PENDIDIKAN
Faculty of Education

BUKU PANDUAN
HANDBOOK

PROGRAM IJAZAH TINGGI
POSTGRADUATE PROGRAMMES

2023/2024

FAKULTI PENDIDIKAN
UNIVERSITI MALAYA

SENARAI KANDUNGAN/ *CONTENT LIST*

KANDUNGAN/ *CONTENT*		MUKA SURAT/ *PAGE*
Kalendar Akademik Sesi 2022/2023 ***Academic Calendar 2022/2023 Session***		**4**
Misi & Visi ***Mission & Vision***		**5**
Kata Aluan Dekan ***Dean's Message***		**6**
Maklumat Am ***General Information***		**9**
Carta Organisasi ***Organisational Chart***		**16**
Ahli Pengurusan ***Management***		**17**
Ahli-Ahli Fakulti ***Faculty Members***		**18**
Kakitangan Sokongan ***Support Staff***		**24**
Struktur Program ***Program Structure***		
Program Ijazah Kedoktoran ***Doctor of Philosophy Programme***		
PVA	**Doktor Falsafah (secara Penyelidikan)** ***Doctor of Philosophy (by Research)***	**27**
PWA	**Doktor Falsafah (secara Mod Campuran)** ***Doctor of Philosophy (by Mixed Mode)***	**41**
Program Sarjana Pendidikan ***Master of Education Programme***		
PMD	**Sarjana Pendidikan (secara Penyelidikan)** ***Master of Education (by Research)***	**85**
Jabatan Pendidikan Matematik dan Sains ***Department of Mathematics and Science Education***		
PQC	**Sarjana Pendidikan Sains dengan Teknologi Maklumat** ***Master of Science Education with Information Technology***	**97**
PQD	**Sarjana Pendidikan Matematik dengan Teknologi** ***Master of Mathematics Education with Technology***	**123**
Jabatan Pendidikan Bahasa dan Literasi ***Department of Language and Literacy Education***		
PQE	**Sarjana Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua** ***Master of Education in English as a Second Language***	**149**
PQF	**Sarjana Pendidikan Bahasa Arab** ***Master of Arabic Education***	**167**
PQG	**Sarjana Pendidikan Bahasa Melayu** ***Master of Education in Malay Language***	**184**
Jabatan Asas Pendidikan dan Kemanusiaan ***Department of Educational Foundation and Humanities***		
PQJ	**Sarjana Pendidikan Islam** ***Master of Islamic Education***	**206**
PQK	**Sarjana Pendidikan Kemanusiaan** ***Master of Humanities Educationement***	**230**

PQM	**Sarjana Pendidikan Seni Visual** ***Master of Visual Arts Education***	**257**
PQO	**Sarjana Pendidikan Jasmani dan Kesihatan** ***Master of Physical and Health Education***	**281**
Jabatan Kurikulum dan Teknologi Pengajaran ***Department of Curriculum And Instructional Technology***		
PQL	**Sarjana Teknologi Pendidikan** ***Master of Educational Technology***	**303**
Jabatan Pengurusan Perancangan dan Dasar Pendidikan ***Department Educational Management, Planning and Policies***		
PQN	**Sarjana Kepimpinan & Pengurusan Pendidikan** ***Master of Educational Leadership and Management***	**327**
Jabatan Psikologi Pendidikan dan Kaunseling ***Department of Educational Psychology and Counselling***		
PQA	**Sarjana Kaunseling Profesional** ***Master of Professional Counselling***	**354**
PQP	**Sarjana Pendidikan Awal Kanak-Kanak** ***Master of Early Childhood Education***	**374**
PQQ	**Sarjana Pendidikan Khas** ***Master of Special Education***	**396**
PQR	**Sarjana Pengukuran dan Pentaksiran** ***Master of Measurement and Evaluation***	**417**
PQS	**Sarjana Psikologi Pendidikan** ***Master of Educational Psychology***	**438**
Lokasi Bilik ***Location Of Rooms***		**457**
Panduan Penyediaan Tesis, Disertasi dan Laporan Penyelidikan ***Guide to the Preparation of Theses, Dissertations and Research Reports***		**464**

KALENDAR PENGAJIAN SESI AKADEMIK 2023/2024
(SECARA AM - PERINGKAT IJAZAH SARJANA DAN IJAZAH KEDOKTORAN)

SEMESTER I					
Kuliah	7	minggu*	09.10.2023	-	26.11.2023
Cuti Pertengahan Semester I	1	minggu	27.11.2023	-	03.12.2023
Kuliah	7	minggu*	04.12.2023	-	21.01.2024
Minggu Ulangkaji	1	minggu*	22.01.2024	-	28.01.2024
Peperiksaan Akhir Semester I	2	minggu*	29.01.2024	-	11.02.2024
Cuti Semester	3	minggu	12.02.2024	-	03.03.2024
	22	minggu			
SEMESTER II					
Kuliah	5	minggu*	04.03.2024	-	07.04.2024
Cuti Pertengahan Semester II	1	minggu	08.04.2024	-	14.04.2024
Kuliah	9	minggu*	15.04.2024	-	16.06.2024
Minggu Ulangkaji	1	minggu*	17.06.2024	-	23.06.2024
Peperiksaan Akhir Semester II	2	minggu*	24.06.2024	-	07.07.2024
	18	minggu			
CUTI SEMESTER					
Cuti	9	minggu*	08.07.2024	-	08.09.2024
SEMESTER KHAS					
Kuliah	7	minggu*	08.07.2024	-	25.08.2024
Peperiksaan Akhir Semester Khas	1	minggu*	26.08.2024	-	01.09.2024
Cuti	1	minggu	02.09.2024		08.09.2024
	9	minggu			

Nota:

(1) Jadual Pendaftaran Kursus dan Peperiksaan, boleh dirujuk di https://umsitsguide.um.edu.my. Maklumat adalah tertakluk kepada pindaan.

(*) Kalendar Akademik telah mengambil kira cuti umum dan cuti perayaan. Maklumat cuti adalah tertakluk kepada perubahan.

Maulidur Rasul	28 September 2023
Deepavali	12 November 2023
Hari Krismas	25 Disember 2023
Cuti Tahun Baharu	01 Januari 2024
Hari Thaipusam	25 Januari 2024
Hari Wilayah	01 Februari 2024
Tahun Baharu Cina	10 & 11 Februari 2024
Nuzul Al-Quran	28 Mac 2024

Hari Raya Aidilfitri	10 & 11 April 2024
Hari Pekerja	01 Mei 2024
Hari Wesak	22 Mei 2024
Hari Keputeraan Agong	03 Jun 2024
Hari Raya Aidiladha	17 Jun 2024
Awal Muharam	07 Julai 2024
Hari Kebangsaan	31 Ogos 2024
Hari Malaysia	16 September 2024

MISI & VISI

MISSION & VISION

VISI UNIVERSITI MALAYA
Universiti bertaraf global yang memberi impak pada dunia

VISION OF THE UNIVERSITY OF MALAYA
A global university impacting the world.

MISI UNIVERSITI MALAYA
Melangkaui batasan ilmu dan membentuk pemimpin beraspirasi

MISSION OF THE UNIVERSITI MALAYA
Pushing the boundaries of knowledge and nurturing aspiring leaders.

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

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

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

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

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

PASSION	**ONENESS**	**INTEGRITY**	**SINCERITY**	**EMPATHY**
Kesungguhan	Perpaduan	Integriti	Keikhlasan	Empati

KATA ALUAN DEKAN
DEAN'S MESSAGE

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Sekalung tahniah saya ucapkan kepada semua pelajar baharu Fakulti Pendidikan, Universiti Malaya bagi sesi akademik 2023/2024. Kami keseluruhan warga Fakulti merasa bangga dengan pemilihan UM sebagai destinasi melakari kecemerlangan dalam akademik dan pembangunan insan.

Fakulti Pendidikan, Universiti Malaya telah memasukki sambutan jubli intan dengan usianya 60 tahun pada tahun ini. Fakulti ini telah banyak melakari pelbagai perubahan dan kejayaan yang membolehkan berada pada kedudukan terbaik negara dan tersenarai dalam 100 terbaik dunia. Agenda kecemerlangan dan kegemilangan Fakulti akan diteruskan secara bersama dengan mengekalkan kerjasama dan paduan tenaga dan usaha antara warga akademik Fakulti dan mahasiswa/i Fakulti. Gabungan dan paduan tenaga, kerjasama dan akademik ini akan memacu kegemilangan yang telah dilakari selama ini.

Dengan rasa bangga dan besar hati saya ingin mengalu-alukan kedatangan semua pelajar baharu bagi sesi Tahun Akademik 2023/2024. 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. Sehingga kini Fakulti telah Berjaya menghasilkan lebih 20, 000 graduan cemerlang yang telah menyumbang secara aktif dalam industri Pendidikan dalam dan luar negara.

Program akademik yang ditawarkan oleh Fakulti bukan hanya membangunkan kemampuan intelektual tetapi dalam masa yang sama mengembangkan kemahiran untuk keperluan terkini dalam penerapan semangat juang tinggi untuk menyumbang kepada pembangunan pendidikan di peringkat negara dan antarabangsa. Gabungan teori dan amali, kemahiran fizikal dan spritual akan membolehkan keseimbangan jati diri utama bagi mempersiapkan pelajar untuk menempuh alam pekerjaan dalam dunia sebenar dan memberikan khidmat kepada masyarakat dan negara.

Pihak Fakulti merancang untuk memaksimumkan penglibatan mahasiswa/i dalam aktiviti pembangunan pelajar seperti memberikan ruang yang luas kepada inbound dan outbound, siri bengkel pembangunan pelajar, jalinan kerjasama dengan universiti luar, penglibatan dalam pelbagai aktiviti kemanusiaan dalam dan luar negara. Untuk tujuan berkenaan, Fakulti sedang membangunkan fasiliti keperluan pelajar dan menaik taraf kemudahan pengajaran dan pembelajaran di Fakulti.

Akhir kata, untuk memastikan kecemerlangan yang mapan, misi dan visi Universiti Malaya haruslah didukung ke arah hala tuju kegemilangan Pendidikan yang memerlukan kerjasama dan komitmen semua pihak dalam membentuk dan melakari kegemilangan seterusnya dalam era yang lebih mencabar.

Selamat berjuang dan selamat maju jaya.

'LANGKAH KECEMERLANGAN PENDIDIKAN ANDA BERMULA DI SINI'

PROF. MADYA DR. ZAWAWI BIN ISMAIL
DEKAN
FAKULTI PENDIDIKAN
UNIVERSITI MALAYA

DEAN'S MESSAGE

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Congratulations to all new students of the Faculty of Education, Universiti Malaya for the 2023/2024 academic session. The Faculty is proud that you have selected UM as your destination in your pursuit of excellence in academics and human development.

Faculty of Education, Universiti Malaya is turning 60 and will be celebrating its Diamond Jubilee this year. This faculty has undergone significant changes and the numerous successes achieved has positioned it as the best in the country and listed in the top 100 in the world. The Faculty's agenda of excellence and prestige will continue through the concerted cooperation and effort between the Faculty's academics and students. This combination of effort, collaboration and academics will continue to drive the prestige that has been achieved over the years.

It is with great pleasure and honour for me to welcome all new students for the 2023/2024 Academic session. Congratulations and thank you for choosing the Faculty of Education, Universiti Malaya as your main choice to further your studies. This premier faculty has not only made a name for itself at the national level but also at the international level. Up till now, the Faculty has succeeded in producing more than 20,000 excellent graduates who have actively contributed to the Education industry at home and abroad.

The academic programs offered by the Faculty not only develop intellectual abilities but also current skills needed in the effort to instil the spirit of determination to contribute towards the development of education at the national and international level. The combination of theory and practice, physical and spiritual skills is the foundation of a well-balanced identity that will enable students to face the workforce in the real world and service the society and country.

The Faculty plans to maximize student involvement in student development activities such as inbound and outbound, student development workshop series, collaboration with foreign universities, involvement in various humanitarian activities within and outside the country. For this purpose, the Faculty is developing facilities to address students' needs as well as upgrading teaching and learning facilities at the Faculty.

Finally, to ensure continuous excellence, the mission and vision of Universiti Malaya must be upheld in the direction of education glory which requires the cooperation and commitment of all parties in shaping and achieving the continuous glory in a more challenging era

'YOUR JOURNEY TO EXCELLENCE IN EDUCATION BEGINS HERE'

ASSOC. PROF. DR. ZAWAWI BIN ISMAIL
DEAN
FACULTY OF EDUCATION
UNIVERSITY OF MALAYA

Congratulations to all the new students of the Faculty of Education, University of Malaya for the 2023/2024 academic session. All of us in the Faculty are proud of the selection of UM as a destination for excellence in academics and human development.

The Faculty of Education, Universiti Malaya has entered the diamond jubilee celebration with its 60 years of age this year. This faculty has made a lot of changes and successes that allow it to be in the best position in the country and listed in the top 100 in the world. The Faculty's agenda of excellence and glory will be continued jointly by maintaining the cooperation and synergy of energy and effort between the Faculty's academics and the Faculty's students. This combination and amalgamation of energy, collaboration and academics will drive the glory that has been achieved over the years.

With pride and a big heart I would like to welcome the arrival of all new students for the 2021/2022 Academic Year session. Congratulations and thank you for choosing the Faculty of Education, University of Malaya as your main choice to further your studies. This premier faculty has not only made a name for itself at the national level but also at the international level. Until now, the Faculty has succeeded in producing more than 20,000 excellent graduates who have actively contributed to the Education industry at home and abroad.

The academic programs offered by the Faculty not only develop intellectual abilities but at the same time develop skills for the latest needs in the application of a high fighting spirit to contribute to the development of education at the national and international level. The combination of theory and practice, physical and spiritual skills will enable a balance of the main identity to prepare students to travel the world of work in the real world and provide service to society and the country.

The Faculty plans to maximize student involvement in student development activities such as providing ample space for inbound and outbound, student development workshop series, collaboration with foreign universities, involvement in various humanitarian activities within and outside the country. For this purpose, the Faculty is developing facilities for students' needs and upgrading teaching and learning facilities at the Faculty.

Finally, to ensure sustainable excellence, the mission and vision of Universiti Malaya must be supported towards the direction of the glory of Education which requires the cooperation and commitment of all parties in shaping and achieving the next glory in a more challenging era.

Good luck and good luck.

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 Januari 1962. Sejak itu, Malaysia (Gabungan dengan Singapura, Sabah dan Sarawak pada 1963) melalui pelbagai proses transformasi dalam dunia pendidikan. Selaras dengan ini Universiti Malaya terus melipat gandakan usahanya untuk menjadi sebuah institusi pengajian tinggi yang ternama di peringkat antarabangsa dalam penyelidikan, inovasi, penerbitan dan pengajaran.
The Universiti Malaya (UM) *was the first university established in Malaya on 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 Universiti 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 Universiti Malaya has continually stepped up efforts of becoming an internationally renowned institution of higher learning in research, innovation, publication and teaching.*

Bagi menjayakan wawasan murni ini, Universiti Malaya disokong oleh hospital penyelidikan terbesar dan pertama di Malaysia iaitu Pusat Perubatan Universiti Malaya (PPUM), dua akademi, dua belas fakulti, empat institut dan tiga pusat akademik yang bersifat menyeluruh merangkumi bidang perubatan, sains, teknologi serta sains sosial dan sains kemasyarakatan. Selain daripada itu, dalam usaha menyumbang kepada perkembangan ilmu, Universiti Malaya telah mewujudkan enam Kluster Penyelidikan. Penubuhan kluster ini menawarkan penyelesaian dan penemuan terbaharu dalam pelbagai bidang. Penekanan terhadap bidang penyelidikan 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 Universiti Malaya is supported by the Universiti Malaya Medical Centre (UMMC), the biggest and the first research teaching hospital in Malaysia, two academies, twelve faculties, four institutes and three centers that comprehensively encompass medicine, science, technology, the social sciences and the humanities. In addition, six research clusters have also been established to place the University at the forefront of new knowledge and discoveries. Furthermore, the Universiti Malaya continues to place heavy emphasis on research through the establishment of centers of excellence. On 11th October 2006, the Universiti Malaya was recognized by the Ministers' Council as a research university among the five public universities. On 26th January 2012, the Universiti Malaya was granted autonomy status by the Ministry of Education (now known as the Ministry of Higher Education). The success of the Universiti Malaya in research management, was captured through the audit process based upon the Malaysian Research Assessment Instrument II (MyRA II) by the Ministry of Higher Education. The Universiti Malaya was found to be the 'Best Research University in Malaysia with the Highest Marks' on 1 December 2013.

Dengan menjadikan aspirasi nasional sebagai pegangan, Universiti Malaya terus 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 Universiti 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 Universiti Malaya is also the only university in Malaysia listed in the top 500 Academic Ranking of World Universities by Shanghai Jiao Tong, China. These accomplishments have endorsed the Universiti Malaya as the best university in Malaysia. On 6th May 2014, another international recognition was achieved when the Universiti Malaya became the only institution of higher learning in the country to be awarded a 5 star rating by the QS Stars Ratings. The Universiti Malaya has also been named as a University of Choice by the Reader's Digest Trusted Brand for ten consecutive years from 2007 until 2016. With that record, the Universiti Malaya was awarded the Platinum Award for the Public University Category on 27 May 2014. The thrust of the university's contribution to academia as well as society is through teaching, research, publication, innovation and commercialization.

Seiring dengan universiti-universiti antarabangsa, Universiti Malaya 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:

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

Sehingga kini, UM telah melantik empat Felo Nobel dan dua Profesor Ulung sebagai ahli Majlis Penasihat HIR. Mereka terdiri daripada Felo Nobel Profesor Barry Marshall (Psikologi atau Perubatan), Felo Nobel Profesor Ryoji Noyori (Kimia), Felo Nobel Profesor David Baltimore (Psikologi atau Perubatan), Felo Nobel Sir Dr. Richard Roberts (Psikologi atau Perubatan), Profesor Ulung Rita Colwell (University of Maryland, USA) dan Profesor Ulung Wong Chi-Huey (Academia Sinica, Taiwan).
To date, UM has appointed four Nobel Fellows and two Distinguished Fellows as members of the UM HIR Advisory Council. They are Nobel Fellow Professor Barry Marshall (Physiology or Medicine), Nobel Fellow Professor Ryoji Noyori (Chemistry), Nobel Fellow Professor David Baltimore (Physiology or Medicine), Nobel Fellow Sir Richard Roberts (Physiology or Medicine), Distinguished Professor Rita Colwell (University of Maryland, USA) and Distinguished Professor Wong Chi-Huey (Academia Sinica, Taiwan).

Universiti Malaya High Impact Research (UM HIR) telah ditubuhkan pada Februari 2010 dan telah diperuntukkan sejumlah RM10 juta dana dalaman UM bagi menggalakkan penyelidikan fundamental yang mensasarkan penerbitan *Tier* 1 ISI/WoS. Menyedari kepentingan UM sebagai institusi penyelidikan terkemuka negara, Kementerian Pengajian Tinggi (KPT) telah meluluskan peruntukan berjumlah RM590 juta untuk Program UM-MoHE HIR bagi tempoh 5 tahun bermula Ogos 2011 sehingga Jun 2016.
Another landmark was in February 2010 when the University established the 'Universiti Malaya High Impact Research (UM HIR)'and provided RM10 million from its internal funds to promote fundamental research which will lead to Tier 1 ISI/WoS publications. Recognizing the importance of UM as a premier research institution in the country, the Ministry of Higher Education (MoHE) allocated RM590 million for the UM-MOHE HIR programme for a period of 5 years from August 2011 until June 2016.

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

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

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

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

Sebagai universiti ulung di negara ini, Universiti Malaya berikrar untuk menerajui bidang penyelidikan dan inovasi dan mencapai kedudukan di antara 50 universiti terbaik dunia menjelang 2020.
As the premier university in Malaysia, the Universiti Malaya is committed in leading the nation to greater heights in research and innovation and to become one of the top 50 universities in the world by 2020.

FAKULTI PENDIDIKAN
FACULTY OF EDUCATION

Fakulti Pendidikan ditubuhkan pada 1963, dan pada awalnya dinamakan Sekolah Pendidikan Universiti Malaya. Sekolah Pendidikan Universiti Malaya dibentuk untuk menawarkan Diploma Pendidikan, satu program pasca ijazah, bagi siswazah yang memilih profesion perguruan. Sekolah Pendidikan berkembang dengan amat pesat dan dinaikkan taraf kepada status fakulti pada bulan Julai 1965. Program Sarjana Pendidikan telah ditawarkan untuk julung kalinya selepas dua tahun kemudian, diikuti dengan penawaran program Doktor Falsafah pada tahun 1969.
The Faculty of Education was founded in 1963 and was initially named the School of Education. The School of Education offered the postgraduate Diploma in Education to graduates who chose to enter the teaching profession. The school expanded rapidly and was upgraded to the status of faculty in July 1965. The Master of Education (M.Ed) programme was introduced for the first time two years later and this was followed by the Doctor of Philosophy (Ph.D) programme in 1969.

Sejak penubuhannya, Fakulti Pendidikan Universiti Malaya telah berjaya melahirkan hampir 20,000 siswazah, iaitu lebih daripada 15,000 pemegang Diploma Pendidikan, lebih daripada 2,282 graduan Sarjana, dan kira-kira 3,500 dengan ijazah dasar pendidikan.
Since its establishment, the Faculty of Education has successfully trained almost 20,000 graduates. From among them, more than 15,000 have graduated with the Diploma in Education, more than 2,282 with a Master's degree and about 3,500 with a Bachelor in Education degree.

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

PASSION Kesungguhan	**ONENESS** Perpaduan	**INTEGRITY** Integriti	**SINCERITY** Keikhlasan	**EMPATHY** Empati

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 reorganization exercises to enable the faculty to realize its vision and objectives. The latest organizational restructuring was carried out in 2001 resulting in the formation of the following departments.

- Jabatan Asas Pendidikan dan Kemanusiaan
  Department of Educational Foundations and Humanities

- Jabatan Psikologi Pendidikan dan Kaunseling
  Department of Educational Psychology and Counselling

- Jabatan Pengurusan, Perancangan dan Dasar Pendidikan
  Department of Educational Management, Planning and Policy

- Jabatan Pendidikan Bahasa dan Literasi
  Department of Language and Literacy Education

- Jabatan Pendidikan Matematik dan Sains
  Department of Mathematics and Science Education

- Jabatan Kurikulum dan Teknologi Pengajaran
  Department of Curriculum and Instructional Technology

Di samping menawarkan kursus-kursus peringkat ijazah tinggi, sejak permulaan penubuhannya, Fakulti Pendidikan terlibat dalam beberapa program ijazah dasar. Salah satu daripada program ini ialah program Ijazah Sarjana Muda Sains dengan Pendidikan. Program ini dimulakan bersama dengan Fakulti Sains Universiti Malaya pada tahun 1975 bagi memenuhi permintaan yang tinggi untuk guru-guru sains dan matematik bagi peringkat sekolah menengah atas. Selain itu, program ijazah Sarjana Muda Pendidikan Islam juga telah diperkenalkan pada tahun 1982. Kursus ini ditawarkan dengan kerjasama Akademi Pengajian Islam Universiti Malaya bagi menyediakan guru-guru untuk mengajar mata pelajaran Pendidikan Islam di sekolah-sekolah menengah.
Besides offering courses at the postgraduate level since its inception, the Faculty also conducts undergraduate programmes. Among these programmes is the Bachelor of Science with Education (B.Sc.Ed.). The programme was initiated jointly with the Faculty of Science in 1975, to meet the great demand for science and mathematics teachers at the upper secondary level. Another programme is the Bachelor of Islamic Education (B. Islamic Ed.) which was introduced in 1982. This course is conducted jointly with the Academy of Islamic Studies, Universiti Malaya, to prepare teachers to teach Islamic Studies in schools.

Pada tahun 1980, Fakulti Pendidikan mula menawarkan program ijazah dasarnya sendiri, iaitu Sarjana Muda Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua (PBISBK). Program ini dilaksanakan dengan kerjasama Fakulti Sastera dan Sains Sosial. Satu program ijazah dasar dalam Pendidikan Awal Kanak-Kanak ditawarkan buat pertama kalinya pada tahun 1998 dan diikuti dengan satu lagi program ijazah dasar yang membawa kepada penganugerahan ijazah Sarjana Muda Kaunseling in 1997. Program Sarjana Muda Pendidikan (Pengajaran Bahasa Tamil) ditawarkan pada tahun 2000 dan pengambilan kumpulan pelajar terakhir bagi program tersebut ialah pada tahun 2004. Pada tahun 2004, Sarjana Muda Pendidikan (Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua) Pendidikan Rendah telah ditawarkan.
In 1980, the Faculty started its own undergraduate programme the Bachelor of Education in the Teaching of English as a Second Language (B. Ed. TESL). The programme is being run in collaboration with the Faculty of Arts and Social Sciences. Other degree programmes offered by the Faculty include the Bachelor of Early Childhood Education which commenced in 1998 followed by the Bachelor of Counselling in 1997. An undergraduate program in Early Childhood Education was offered for the first time in 1998 and followed with another undergraduate program leading to the Bachelor of Counselling. Bachelor of Education (Teaching of Tamil Language) was offered in 2000 with the last intake for the programme being in 2004. In 2004, the Bachelor of Education (Teaching English as a Second Language) Primary Education was offered. Besides the above programmes, the Faculty is also involved in joint programmes with other faculties. Other programmes are the Bachelor of Education (Teaching of Tamil) conducted jointly with the Faculty of Arts and Social Sciences and the Bachelor of Language and Linguistics with Education (Chinese) conducted jointly with the Faculty of Languages and Linguistics.

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

1. Sarjana Muda Pendidikan Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua
   Bachelor of Education Teaching English as a Second Language

2. Sarjana Muda Pendidikan Awal Kanak-Kanak
   Bachelor of Early Childhood Education

3. Sarjana Muda Kaunseling
   Bachelor of Counseling

Peranan Fakulti Pendidikan tidak terhad kepada pendidikan guru sahaja. Setiap ahli Fakulti mempunyai kepakaran tersendiri dalam bidang pendidikan, dan kebanyakan ahli akademik di Fakulti ini berkhidmat sebagai penasihat atau pakar runding kepada Kementerian Pendidikan Malaysia dan berbagai-bagai organisasi. Setengah-setengah daripada mereka bertugas rapat dengan agensi-agensi antarabangsa termasuk Bank Dunia, UNESCO, UNICEF, IBRD, RECSAM, dan RELC. Semua staf Fakulti ini terlibat secara aktif dalam penyelidikan, dan sejumlah besar kertas kerja dan artikel telah diterbitkan di kedua-dua peringkat, tempatan dan antarabangsa. Kebanyakan geran penyelidikan ditaja oleh Universiti Malaya atau agensi dalam dan luar negara.
The Faculty's role is not limited to teacher education. Each Faculty member has his/her own area of expertise in a particular field of education and many serve as advisers or consultants to the Ministry of Education and various organisations. Some members of the Faculty work closely with overseas and international agencies including the

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

Fakulti Pendidikan telah memulakan usaha ke arah misinya untuk menjadikan Fakulti ini sebagai satu pusat pendidikan ijazah tinggi dalam bidang pendidikan yang membawa kepada penganugerahan ijazah sarjana dan doktor falsafah. Fakulti berhasrat untuk mengeluarkan pendidik berijazah tinggi bagi memenuhi permintaan sistem pendidikan yang dinamik. Dengan kekuatan semasa kakitangan akademik, yang hampir kepada 100 orang, berbanding dengan jumlah staf yang tidak seberapa, iaitu hanya lima orang, pada tahun 1963, tidaklah menghairankan bahawa Fakulti mempunyai sekumpulan pakar berbakat yang boleh memberikan sumbangan yang lebih besar kepada perkembangan dalam bidang pendidikan.
The Faculty of Education has embarked on a mission to enhance its role as a centre for higher degrees in education. The Faculty aims to produce more postgraduate educators to meet the demands of a dynamic education system. With the present academic staff strength of nearly 100 members compared to only five in 1963, the Faculty can proudly claim to have a pool of talented expertise with the ability to make greater contributions to development in the field of education.

Fakulti Pendidikan mempunyai jumlah terbesar pelajar ijazah tinggi untuk mengikuti pengajian ijazah sarjana dan doktor falsafah di Universiti Malaya. Di antara calon, yang terdiri daripada rakyat Malaysia, terdapat calon ijazah tinggi dari luar negara seperti Libya, Thailand, Brunei, Fiji, Sri Lanka, Cook Island, Samoa, China, Afrika, dan lain-lain. Dengan kehadiran pelajar dari luar negara, pendedahan dan latihan menjadi lebih luas apabila setiap pelajar dapat berkongsi pandangan dan pengalaman lepas.
The Faculty of Education has one of the largest number of postgraduate students pursuing either the Master or PhD degrees at the Universiti Malaya. While most of these graduate students are Malaysians, there are also postgraduate students who come from foreign countries like Indonesia, Iran, Iraq, Algeria, Libya, Thailand, Brunei, Fiji, Sri Lanka, the Cook Islands, Samoa, China and several African countries. With the presence of international students, the exposure and training received is enriching as students are able to share their diverse experiences and views.

Fakulti Pendidikan menawarkan pelbagai pilihan dalam bidang pengajian untuk ijazah Sarjana Pendidikan. Di antaranya ialah bidang:
The Faculty of Education offers many fields of study for the Master of Education degree. These include:

1. Perkembangan Kurikulum
   Curriculum Development

2. Sarjana Kepimpinan & Pengurusan Pendidikan
   Master of Educational Leadership and Management

3. Pendidikan Jasmani dan Kesihatan
   Physical and Health Education

4. Psikologi Pendidikan
   Educational Psychology

5. Pengukuran dan Pentaksiran
   Measurement and Evaluation

6. Pendidikan Khas
   Special Education

7. Pendidikan Bahasa Arab
   Arabic Language Education

8. Pendidikan Bahasa Inggeris sebagai Bahasa Kedua
   English Language Education as a Second Language

9. Pendidikan Bahasa Melayu
   Malay Language Education

10. Pendidikan Matematik
    Mathematics Education

11. Pendidikan Sains
    Science Education

12. Pendidikan Islam
    Islamic Education

13. Pendidikan Kemanusiaan
    Humanities Education

14. Pendidikan Seni Visual
    Visual Arts Education

15. Pendidikan Awal Kanak-Kanak
    Early Childhood Education

16. Sarjana Kaunseling Profesional
    Master of Professional Counselling

17. 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 Pendidikan menawarkan program Doktor Falsafah secara Penyelidikan dan secara Mod Campuran. Bagi Program Doktor Falsafah secara Mod Campuran 3 bidang ditawarkan buat masa ini adalah;
Beside the Master of Education Programme, the faculty also offer Doctor of Philosophy (PhD) programme which conducted by research in 19 areas of study, or by mixed mode in three areas of specialisation namely:

1. Kurikulum dan Pengajaran
   Curriculum and Instruction

2. Pengurusan dan Dasar Pendidikan
   Education Management and Policy

3. Kaunseling
   Counseling

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

1. Fizik
   Physics

2. Kimia
   Chemistry

3. Biologi
   Biology

4. Matematik
   Mathematic
5. Sains Komputer
   Computer Science

6. Kejuruteraan
   Engineering

7. Pendidikan Jasmani dan Kesihatan
   Physical and Health Education

8. Pendidikan Islam
   Islamic Education

9. Pendidikan Tahfiz
   Tahfiz Education

10. Bahasa Melayu
    Malay Language

11. Bahasa Arab
Arabic Language

12. Bahasa Cina
Chinese Language

13. Pendidikan Sejarah
History Education

14. Bahasa Tamil
Tamil Language

15. Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua
Teaching English as a Second Language (TESL)

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
ORGANIZATION CHART

Carta Organisasi Akademik
Fakulti Pendidikan, Universiti Malaya

UNIVERSITI MALAYA

FAKULTI PENDIDIKAN
Faculty of Education

CARTA AKADEMIK FAKULTI PENDIDIKAN

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TIMBALAN DEKAN (IJAZAH TINGGI)
PROF. MADYA DR. ZAHARAH HUSSIN

TIMBALAN DEKAN (IJAZAH DASAR)
DR. SUZIELEEZ SYRENE ABDUL RAHIM

TIMBALAN DEKAN (PENYELIDIKAN, PENCIPTAAN NILAI & PERUSAHAAN)
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TIMBALAN DEKAN (HAL EHWAL PELAJAR)
PROF. MADYA DR. MOHD NAZRI ABDUL RAHMAN

PENGURUS (PENTADBIRAN)
ENCIK SHAHRUL NIZAM MAHFUDZ

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Dr. Annisaa Basar
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PENSYARAH

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Prof. Madya Dr. Fonny Dameaty Hutagalung
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Dr. Amira Najiha Yahya
Dr. Nursyuhaidah Mohd Kadri
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Prof. Madya Dr. Zawawi Ismail
Prof. Madya Dr. Chew Fong Peng
Prof. Madya Dr. Muhammad Azhar Zailani
Prof. Madya Dr. Zuwati Hasim
Prof. Madya Dr. Adelina Asmawi
Dr. Mohd Rashid Mohd Saad
Dr. Huzaina Abd Halim
Dr. Fatiha Senom
Dr. Lim Jia Wei
Dr. Simah Mamat
Dr. Lo Yueh Yea

PROFESOR KEHORMAT
Profesor Dato' Dr. Abdul Jalil Othman

PENSYARAH PELAWAT
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PENSYARAH

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Prof. Madya Dr. Rafiza Abdul Razak
Prof. Madya Dr. Farrah Dina Yusof
Prof. Madya Dr. Tee Meng Yew
Dr. Umi Kalsum Salleh
Dr. Chin Hai Leng
Dr. Mohd Shahril Nizam Shahrom
Dr. Nor Nazrina Mohamad Nazry
Dr. Norharyanti Mohsin
Dr. Zamzami Zainudin
Encik Norhashimi Saad

PENSYARAH GUNASAMA CITrA
Prof. Madya Dr. Wong Seng Yue

PROFESOR EMERITUS
Profesor Emeritus Dr. Saedah Siraj

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PENGERUSI
Dr. Donnie Adams Paramasivam

UNIVERSITY MALAYA CENTRE FOR FAMILY RESEARCH & DEVELOPMENT (UMFRDC)
PENGERUSI
Dr. Abd Razak Zakaria

CENTRE OF EDUCATIONAL PSYCHOLOGICAL ASSESSMENT (CEPATs)
PENGERUSI
Profesor Dr. Loh Sau Cheong

EDUCATION FOR HUMANISME & SOCIAL ADVANCEMENT RESEARCH CENTRE (EHSAn)
PENGERUSI
Dr. Mohammad Ismath Ramzy Mohammad Ismail

CENTRE FOR RESEARCH IN EDUCATIONAL MANAGEMENT AND POLICY (CRELAMP)
PENGERUSI
Dr. Kenny Cheah Soon Lee

CENTRE FOR CURRICULUM & INSTRUCTIONAL TECHNOLOGIES DEVELOPMENT (CITeDs)
PENGERUSI
Dr. Zamzami Zainuddin

CENTRE FOR ADVANCING RERSEARCH EXCELLENCE IN MATHEMATICS & SCIENCE EDUCATION (CAREMS)
PENGERUSI
Prof. Madya Dr. Hutkemri

CENTE FOR RESEARCH LANGUAGE EDUCATON (CRILE)
PENGERUSI
Prof. Madya Dr. Chew Fong Peng

Carta Organisasi Pentadbiran
Fakulti Pendidikan, Universiti Malaya

KAKITANGAN PENTADBIRAN (PEJABAT DEKAN)
ADMINISTRATIVE STAFF (DEAN'S OFFICE)

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Timbalan Dekan (Ijazah Tinggi) *Deputy Dean (Higher Degree)*	:	**Profesor Madya Dr. Zaharah Binti Hussin** ***Assoc. Professor Dr. Zaharah Hussin*** BIsEdHons, MEd(Mal), PhD(UKM)
Timbalan Dekan (Ijazah Dasar) *Deputy Dean (Basic Degree)*	:	**Dr. Suzieleez Syrene Abdul Rahim** ***Dr. Suzieleez Syrene Abdul Rahim*** BScEd(Hons)(Mal), MEd(Mal), PhD(Western Australia)
Timbalan Dekan (Hal Ehwal Pelajar) *Deputy Dean (Student Affair)*	:	**Profesor Madya Dr. Mohd Nazri Abdul Rahman** ***Assoc. Professor Dr. Mohd Nazri Abdul Rahman*** B.EconomicsHons, M.Education, PhD(Mal)
Pengurus (Pentadbiran) *Administrative Manager*	:	**Shahrul Nizam Mahfudz** BHSc(Hons)(IIUM), MEdM(Mal)
Penolong Pendaftar Kanan (Ijazah Tinggi) *Senior Assistant Registrar (Higher Degree)*	:	**Nor Aizan Zainuddin** BEc(Hons)(Mal)
Penolong Pendaftar (Ijazah Dasar) *Assistant Registrar (Undergraduate Degree)*	:	**Nur Syazana Mohammad Nizar** BBM (Hons.)(MSU), MCHS (UKM)
Penolong Pendaftar (Penyelidikan, Penciptaan Nilai & Perusahaan) *Assistant Registrar (Research, Value Creation & Enterprise)*	:	**Farah Nadiah Nordin** B. Sc. Physics (Hons)(UM), M.Sc. Physics (UM)
Penolong Pendaftar (Editor Bahasa) *Assistant Registrar (Language Editor)*	:	**Nur Amirah Syafiqah Mohd Almizat** B.A ELS (Hons)(UKM)

AHLI-AHLI FAKULTI
FACULTY MEMBERS

JABATAN ASAS PENDIDIKAN DAN KEMANUSIAAN
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND HUMANITIES

Ketua *Head of Department*	:	**Azni Yati Kamaruddin** B.Ed (TESL) (Hons) (Mal), M.Ed (Mal), Ph,D (Victoria)
Profesor Madya *Assosiate Professor*	:	**Vishalache Balakrishnan** CertEd(MPIK), Specialist CertEd(MPIK), BEdTESLHons(Mal), MEd(Mal), PhD(VUM,NZ), CertESOL(NZ)
	:	**Zaharah Hussin** BIsEdHons, MEd(Mal), PhD(UKM)
	:	**Syed Kamaruzaman Syed Ali** BEd(UNIMED), MSc(UPM), PhD(UPSI)
	:	**Wail Muin Alhaj Said Ismail** BSc, MEd, PhD(Yarmok)
Pensyarah Kanan *Senior Lecturer*	:	**Abd. Razak Zakaria** BAHons(UKM), MA(UKM), PhD(Mal)
	:	**Abdul Muhsien Sulaiman** BIsIEd, MEd, PhD(Mal)
	:	**Annisaa Basar** BSpSc, MSpSc, PhD(Mal)
	:	**Azni Yati Kamaruddin** B.Ed (Tesl) (Hons) (Mal), M.Ed (Mal), Ph,D (Victoria)
	:	**Che Aleha Ladin** CertEd(MPTB), Bed(Hons) Art, Med(art), PhD(UPSI)
	:	**Mohammad Ismath Ramzy** BA (Hons), MA(ISU), MA (AMIUM), PhD (UIAM)
	;	**Nur Nabihah Mohamad Nizar** B.Ed(UiTM), M. Ed (UiTM), Ph.D Ed (UiTM)
Pensyarah *Lecturer*	:	**Mohd Faisal Mohamed** BJuris(Al al-Bayt), MA(Portsmouth
	:	**Rahimi Md Saad** BAHons(Yarmouk), DipEd(IIUM), MEd(Mal)

JABATAN PENDIDIKAN BAHASA DAN LITERASI
DEPARTMENT OF LANGUAGE AND LITERACY EDUCATION

Ketua *Head of Department*	:	**Shanina Sharatol Ahmad Shah** BEdTESOLHons(Surrey,UK), MEdTESL (Mal), PhD(Mal)
Profesor Kehormat *Honorary Professor*	:	**Abdul Jalil Othman (Dato')** CertEd(MPSAH), BEdHons(UPM), MEd(Mal), PhD(Mal)
Profesor *Professor*	:	**Juliana Othman** BEdTESOLHons(Moray Hse, UK), MA, PhD(Reading)
Profesor Madya *Associate Professor*	:	**Adelina Asmawi** BEdTESLHons, MEd(Tech)(Mal), PhD(Melbourne)
	:	**Chew Fong Peng** BAHons, DipEd(UKM), MA, PhD(UKM)
	:	**Muhammad Azhar Zailaini** BAHons(Morocco), DipEd(IIUM), MEd(Mal), PhD(Mal)
	:	**Zawawi Ismail** BAHons(Yarmouk), DipEd(IIUM), MEd(UKM), PhD(UKM)
	:	**Zuwati Hasim** BEdTESLHons, MAESL(UKM), PhD(Waikato,NZ)
Pensyarah Kanan *Senior Lecturer*	:	**Fatiha Senom** BEdTESL(Mal), PhD(Mal)
	:	**Huzaina Abdul Halim** CertEd(MPIK),DipBanking(ITM),BEdTESLHons,MScTESL(UPM), PhD(London)
	:	**Lim Jia Wei** BEd(TESL), M.A.(Mal), MPhil, PhD(Cambridge)
	:	**Lo. Yueh Yea** *B.Ed (Hons) TESL (Plymouth, UK & SEGi), M.Ed Eng. Lang. Edu (UM), PhD (UM),*
	:	**Mohd Rashid Mohd Saad** BEdTESLHons(UKM), MEd(Leeds), PhD(Mal)
	:	**Shanina Sharatol Ahmad Shah** BEdTESOLHons(Surrey,UK), MEdTESL (Mal), PhD(Mal)
	:	**Simah Mamat** BEd (UPM), MEd(UPM), PhD(UPM)
Pensyarah Pelawat *Visiting Lecturer*	:	**Darcey Jean Gray**

JABATAN PENDIDIKAN MATEMATIK DAN SAINS
DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION

Ketua *Head of Department*	:	**Rose Amnah Abd. Rauf** BScEd(UTM), MSc(Warwick), PhD(UKM)
Profesor Kehormat *Honorary Professor*	:	**Rohaida Mohd Saat** BSc(Indiana), MScEd(Indiana), PhD(UPM)
Profesor Madya *Associate Professor*	:	**Hidayah Mohd Fadzil** BScEd(Mal), PhD(Mal)
	:	**Hutkemri** SPd(UNRI), MEd(UKM), PhD(UKM)
	:	**Leong Kwan Eu** BScEd(Hons)(Mal), MMEdICT(Mal), MSc(Columbia), MA(Columbia), MPhil(Columbia), PhD(Columbia, New York)
	:	**Rose Amnah Abd. Rauf** BScEd(UTM), MSc(Warwick), PhD(UKM)
Pensyarah Kanan *Senior Lecturer*	:	**Chua Kah Heng** BScEd(USM), MEd(USM), PhD(USM)
	:	**Edy Hafizan Mohd Shahali** BEng(Hons) Biochemical Engineering(UKM), MEd(UKM), PhD(UKM)
	:	**Mohd Nor Syahrir Abdullah** BSc(UKM), MEd(USM), PhD(USM)
	:	**Mohd Razip Bajuri** BScEd. Math(UTM), MEd. Phy(UTM), PhD.(UKM)
	:	**Renuka a/p V.Sathasivam** BSc(Mal), MEd(Mal), MSc(Mal), PhD(Mal)
	:	**Suzieleez Syrene Abdul Rahim** BScEd(Hons)(Mal), MEd(Mal), PhD(Western Australia)

JABATAN PSIKOLOGI PENDIDIKAN DAN KAUNSELING
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

Ketua *Head of Department*	:	**Azmawaty Mohamad Nor** B.Business(Property) (Melbourne), MCouns, PhD(Mal)
Profesor *Professor*	:	**Jas Laile Suzana Jaafar** BAHons, DipEd (UKM), MSc(Belfast), PhD (Lancaster) **Loh Sau Cheong** CertEd, BEdHons(UKM), MSc, PhD(UPM)
Profesor Madya *Associate Professor*	:	**Fonny Dameaty Hutagalung** BPsyc(UMA), MA, PhD(UKM)
	:	**Lau Poh Li** BCouns, PhD(Mal)
	:	**Mohd Nazri Abdul Rahman** B.EconomicsHons, M.Education, PhD(Mal)
	:	**Melati Sumari** BIsEdHons, MEd(Mal), PhD(W Michigan)
	:	**Rafidah Aga Mohd Jaladin** CertEd(S.Australia), BScHons(UWA), MCouns(Mal), PhD(Monash)
Pensyarah Kanan *Senior Lecturer*	:	**Ahmad Shamsuri Muhamad** BCouns, MCouns, PhD(Mal)
	:	**Amira Najiha Yahya** BSc (Human Development & IT), MSc, PhD (UPM)
	:	**Azmawaty Mohamad Nor** B.Business(Property) (Melbourne), MCouns, PhD(Mal)
	:	**Ida Hartina Ahmed Tharbe** BScHons(Kent), MA(UPM), PhD(UKM)
	:	**Madhya Zhagan a/l Ganesan** B.Sp.Ed, M.Sp.Ed, PhD(UKM)
	:	**Norfaezah Md. Khalid** BCouns, PhD(Mal)
	:	**Norsafatul Aznin A. Razak** BCouns, PhD(Mal)
	:	**Siaw Yan Li** Bsc(Human Development), MSc, PhD. (UPM)

JABATAN KURIKULUM DAN TEKNOLOGI PENGAJARAN
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

Ketua *Head of Department*	:	**Siti Hajar Halili** BScHons(UiTM), MAEduTech(USM), PhD(USM)
Profesor Kehormat *Honorary Professor*	:	**Saedah Siraj** BAHons(UM), DipEd, MEd(UM), PhD(Pittsburgh)
Profesor *Professor*	:	**Norlidah Alias** BEng(Monash), MEd(Mal), PhD(Mal)
Profesor Madya Associate Professor	:	**Farrah Dina Yusop** B. Mgt.Edu(Info Tech) (Hons)(UUM), MIT(UM)(Mal), PhD (Iowa State)
	:	**Rafiza Abdul Razak** BEdTESL(Hons)(UKM), MEd(Mal), PhD(UIA)
	:	**Siti Hajar Halili** BScHons(UiTM), MAEduTech(USM), PhD(USM)
	:	**Tee Meng Yew** BSc(Kansas), BA(Kansas), MBA(Kansas), PhD(Kansas)
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)
	:	**Norharyanti Mohsin** B.Usuluddin (UM), M.IT (UM), PhD(UM)
	:	**Norhashimi Saad** BIsEdHons(Mal), MAED(Warwick)
	:	**Nor Nazrina Mohamad Nazry** B.Tech(Hons) (UTP), MComp (ANU), PhD (Sheffield)
	:	**Umi Kalsum Mohd Salleh** BAHons(USM), DipEd(USM), MEd(UKM), PhD(Adelaide)
	:	**Zamzami Zainuddin** B.Ed (UIN Ar-Raniry), M.IT (UM), PhD (HKU)

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

Ketua *Head of Department*	:	**Muhammad Faizal A. Ghani** BBA(UUM), DipEd(MTC),ESL(Indiana), MBA(UKM), PhD(Mal)
Profesor Madya *Associate Professor*	:	**Ahmad Zabidi Abdul Razak** BEdHons, MEd(Mal), PhD(Massey, New Zealand)
	:	**Husaina Banu Kenayathulla** BAct(UIA), DipEd(UIA), MEd(Mal), MSCED(Indiana), PhD(Indiana,USA)
	:	**Kazi Enamul Hoque** BA(Dhaka), B.Ed(Rejshahi), MSS(Dhaka), M.Ed(Darul Ehsan), PhD(USM)
	:	**Muhammad Faizal A. Ghani** BBA(UUM), DipEd(MTC),ESL(Indiana), MBA(UKM), PhD(Mal)
	:	**Zuraidah Abdullah** DipEd(Mal), BA(Mal), MPRinc(Mal), PhD(Mal)
Pensyarah Kanan *Senior Lecturer*	:	**Donnie Adams a/l Paramasivam** BEd(Hons), PhD (Mal)
	:	**Intan Marfarrina Binti Omar** BA (UTM), PhD (UTM)
	:	**Kenny Cheah Soon Lee** BSc (UPM), MEd (Mal), PhD (Mal)
	:	**Norfariza Mohd Radzi** BAcc(Uniten), MBA(UPM), PhD(Mal)

KAKITANGAN SOKONGAN
SUPPORT STAFF

Pejabat Dekan ***Dean's Office***	Rosilawati Wahab Salmah Abu Othman Mohamad Azraie Abdul Halim
Pejabat Timbalan ***Deputy Dean's Office***	Hannah Mirza Abdul Halim Halim@Rizal Mat Said Norzainariah Mat Said Nur Fathin Liyana Zulkifl Umi Nadia Zakaria
Jabatan ***Deparment***	Ayu Mustika Hasbullah Fauziah Abdul Bab Ibrahim Abd Kadir Hafiz Jamaludin Shahida Mahamud Siti Hajar Othman
Pejabat Am ***General Office***	Juriza Mahidin Mariamah Muhammad Norhasanah Sumadi Shazvi Johari
	Ijazah Tinggi ***Higher Degree*** Faizah Bidain Fazlina Zakaria Muhamat Yufpri Mat Inun Nik Hasmainie Nik Him Norasnira Abdullah Sani Nordiana Karim Norziana Maznun Sathakumari a/p Sithanatham Sunita Abdul Aziz Nur Farisha Irwayu
	Ijazah Dasar ***Undergraduate Degree*** Helwa Rahiza Ahmad Saldi Norhanis Ahmad Janathal a/p Karuppaya
Bilik Dokumen & Rekod ***Record & Document Room***	Encik Mohd Hisham Mohd Salleh

KAKITANGAN SOKONGAN
SUPPORT STAFF

Unit Kemudahan
Facilities Units

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

Blok B ***Block B***
Mohd Adizainal Mohd Tahawi

Blok C ***Block C***
Mohd Hakimin Sharuddin
Ahmad Afandi Ayub

Blok D ***Block D***
Norfazana Muzi
Ahmad Afandi Ayub

Blok E ***Block E***
Mohd Hasri Che Ros
Azry Nizam Wahid

Auditorium ***Auditorium***
Mohd Hakimin Sharuddin
Azy Nizam Wahid
Mohd Adizainal Mohd Tahawi

Menara Pendidikan ***Education Tower***
Azri Nizam Wahid
Norfaizah Mohd Supi

Blok Pentadbiran ***Administrative Block***
Norfazana Muzi
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)
Norfazana Muzi
Ahmad Afandi Ayub

Bangunan Hub Penyelidikan Pasca Siswazah ***Research Hub***
Ahmad Afandi Ayub
Azry Nizam Wahid
Mohd Adizainal Mohd Tahawi
Mohd Hakimin Sharuddin
Norfazana Muzi
Yusuf Hamzah

PERATURAN-PERATURAN UNIVERSITI MALAYA (IJAZAH DOKTOR FALSAFAH) 2019
UNIVERSITY OF MALAYA (DEGREE OF DOCTOR OF PHILOSOPHY)

PROGRAM IJAZAH DOKTOR FALSAFAH
DOCTOR OF PHILOSOPHY PROGRAMMES

SESI/*SESSION* 2023/2024

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 2.5 to 2.49 and fulfills at least two (2) of the following criteria:

(a) Mempunyai sekurang-kurangnya lima (5) tahun pengalaman kerja dalam bidang yang berkaitan; atau
Has at least five (5) years of working experience in relevant fields; or

(b) Menghasilkan sekurang-kurangnya satu (1) penerbitan dalam jurnal berwasit dalam bidang yang berkaitan; atau
Has published at least one (1) article in a refereed journal in a relevant field; or

(c) Lulus temuduga di peringkat PTj; atau
Has passed an interview by the respective department/faculty; or

(d) Lulus Penilaian Khas PTj.
Has passed an evaluation as deemed appropriate by the respective department/faculty

Syarat Bahasa Inggeris untuk Calon Antarabangsa
English Requirements for International Candidates
Calon yang Menulis Tesis dalam Bahasa Inggeris
Candidates who wish to produce a thesis in English

Mempunyai kelulusan lain yang diiktiraf setaraf dengannya oleh Kerajaan Malaysia dan 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 duratio : 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 di dalam Bahasa Malaysia, Bahasa Inggeris Bahasa Arab.
The thesis writing is in Malay,English or Arabic Language.

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) Lima (5) 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.
Five (5) 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 Penyelidikan Kualitatif dalam 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	–	70 %	Peperiksaan	–	30%
Assessment Method	***:***	*Assignment*	–	70%	*Examination*	–	*30%*

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

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	–	70 %	Peperiksaan	–	30%
Assessment Method	***:***	*Continuous Assessment*	–	70 %	*Examination*	–	*30%*
Bahasa Pengantar	**:**	Bahasa Melayu, Bahasa Inggeris					
Medium of Instruction	***:***	*Malay, English Language*					

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 2.5 to 2.49 and fulfills at least two (2) of the following criteria:

(a) Mempunyai sekurang-kurangnya lima (5) tahun pengalaman kerja dalam bidang yang berkaitan; atau
Has at least five (5) years of working experience in relevant fields; or

(b) Menghasilkan sekurang-kurangnya satu (1) penerbitan dalam jurnal berwasit dalam bidang yang berkaitan; atau
Has published at least one (1) article in a refereed journal in a relevant field; or

(c) Lulus temuduga di peringkat PTj; atau
Has passed an interview by the respective department/faculty; or

(d) Lulus Penilaian Khas PTj.
Has passed an evaluation as deemed appropriate by the respective department/faculty

(6) Sebagai tambahan, calon haruslah mengemukakan satu prospektus sepanjang 1,000 hingga 1,500 patah perkataan yang menghuraikan penyelidikan dalam bidang pengkhususan yang dicadangkan
In addition, the candidate must produce a research proposal between 1,000 to 1,500 words in an identified area of interest.

Syarat Bahasa Inggeris untuk Calon Antarabangsa
English Requirements for International Candidates

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

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

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

	Sepenuh Masa	**Separuh Masa**
Tempoh Minimum Biasa	: 6 Semester	: 8 Semester
Tempoh Maksimum Biasa	: 12 Semester	: 16 Semester

Duration of study

	Full – Time	***Part - Time***
Minimum duration	*: 6 Semester*	*: 8 Semester*
Maximum duration	*: 12 Semester*	*: 16 Semester*

4. MATLAMAT PROGRAM
PROGRAMME AIM

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

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

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

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

OBJEKTIF PENDIDIKAN PROGRAM
PROGRAMME EDUCATIONAL OBJECTIVES

PEO1: Graduan yang akan menjadi Pengamal Pendidikan yang mempunyai pengetahuan dan kemahiran praktik terkini serta mampu menggunakan teknik numerasi dan teknologi digital dalam seting Pendidikan dan pembangunan
Graduates who will become Education Practitioners who have the latest practical knowledge and skills and are able to use numeracy techniques and digital technology in Education and development settings

PEO2: Graduan yang akan menjadi Pengamal Pendidikan yang memimpin dengan autonomi, kebolehan berkomunikasi dan berinteraksi dengan pihak berkepentingan dalaman dan luaran dalam membina amalan kreatif melalui penyelidikan
Graduates who will become Educational Practitioners who lead with autonomy, the ability to communicate and interact with internal and external stakeholders in building creative practices through research

PEO3: Graduan yang akan menjadi Pengamal Pendidikan yang menyokong amalan profesional dan etika dalam persekitaran pekerjaan dan mempertahankan integriti profesion setiap masa
Graduates who will become Educational Practitioners who support professional and ethical practices in the work environment and uphold the integrity of the profession at all times

PEO4: Graduan yang akan menjadi Pengamal Pendidikan dengan sikap positif, minda keusahawanan dan amalan lestari dalam memajukan kerjaya dan profesion mereka
Graduates who will become Educational Practitioners with a positive attitude, Entrepreneurial mindset and sustainable practices in advancing their careers and Professions

HASIL PEMBELAJARAN PROGRAM
PROGRAMME LEARNING OUTCOMES

Di akhir program, calon dapat;
At the end of the programme, candidates will be able to;

Domain MQF	Hasil Pembelajaran/ *Learning Outcomes*
PLO1	Mensintesis dan menilai secara kritis pengetahuan semasa dan yang dihasilkan dari penyelidikan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran kurikulum yang bersifat dinamik *Synthesize and critically evaluate current knowledge and that produced from research related to teaching and learning in facing the challenges of a dynamic curriculum*
PLO2	Merancang dan mengembangkan kajian atau penyelidikan secara kreatif untuk menangani masalah Pendidikan dengan menunjukkan penguasaan pengetahuan dengan menggabungkan teknik analitik, numerasi dan digital *Planning and developing studies or research creatively to address Educational problems by demonstrating mastery of knowledge by combining analytical, numerical and digital techniques*
PLO3	Menyusun dan merancang penyelidikan berdasarkan hasil penyelidikan dengan menggunakan teknik lanjutan, termasuk teknologi digital bagi meningkatkan pengetahuan dan amalan dalam pengajaran dan pembelajaran *Organize and plan research based on research results by using advanced techniques, including digital technology to improve knowledge and practice in teaching and learning*
PLO4	Menyesuaikan gaya kepimpinan yang sesuai dan mengimbangkan antara autonomi dengan tanggungjawab dalam seting pendidikan yang dinamik *Adapt an appropriate leadership style and balance between autonomy and responsibility in a dynamic educational setting*
PLO5	Menyesuaikan diri dengan situasi semasa melaksanakan tugas sama ada secara individu atau melalui pasukan yang terdiri dari pelbagai disiplin dengan menunjukkan kemahiran komunikasi dan interpersonal yang baik dalam persekitaran pendidikan, organisasi dan penyelidikan. *Adapting to the situation while performing tasks either individually or through a team consisting of various disciplines by showing good communication and interpersonal skills in an educational, organizational and research environment*
PLO6	Berpegang dan mempertahankan profesionalisme dan etika untuk memenuhi standard profesional pengajaran dan penyelidikan dalam memastikan integriti profesion setiap masa *Adhere to and uphold professionalism and ethics to meet the professional standards of teaching and research in ensuring the integrity of the profession at all times*
PLO7	Menyokong sikap positif dan komitmen untuk pembelajaran sepanjang hayat dengan minda keusahawanan sebagai tindak balas terhadap perubahan dunia pendidikan dan kemajuan profesional *Support a positive attitude and commitment to lifelong learning with an entrepreneurial mindset in response to the changing world of education and professional development*

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***
PWA8001	Kaedah Penyelidikan Kuantitatif Dalam Pendidikan *Quantitative Research Approaches in Education*	3
PWA8005	Kaedah Penyelidikan Kualitatif Dalam Pendidikan *Qualitative Research Approaches in Education*	3
PWX8005	Seminar Kedoktoran *Doctoral Seminar*	3
PWX8006	Tesis *Thesis*	56

KURSUS ELEKTIF BIDANG PENGKHUSUSAN /
SPECIALIZATION ELECTIVE COURSES

PENGKHUSUSAN KURIKULUM DAN PENGAJARAN (PILIH 5) /
CURRICULUM AND INSTRUCTION CONCENTRATION (SELECT 5)

Kod Kursus/ ***Course Code***	**Tajuk Kursus/** ***Course Title***	**Jam Kredit/** ***Credit hours***
PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3
PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3
PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3
PWA8032	Pengukuran Objektif *Objective Measurement*	3
PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3
PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3
PWA8006	Teori dan Amalan dalam Kurikulum *Theory and Practice in Curriulum*	3
PWA8007	Pelaksanaan dan Penilaian Kurikulum *Curriculum Implementation and Evaluation*	3
PWA8008	Reka Bentuk dan Pembangunan Sistem Pengajaran *Design and Development of Instructional Systems*	3
PWA8009	Teori dan Penyelidikan dalam Pembelajaran dan Teknologi *Theory and Research on Learning and Technology*	3

PENGKHUSUSAN PENGURUSAN DAN DASAR PENDIDIKAN (PILIH 5) /
EDUCATIONAL MANAGEMENT, PLANNING AND POLICY CONCENTRATION (SELECT 5)

Kod Kursus/ ***Course Code***	**Tajuk Kursus/** ***Course Title***	**Jam Kredit/** ***Credit hours***
PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3
PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3
PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3
PWA8032	Pengukuran Objektif *Objective Measurement*	3
PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3
PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3
PWA8011	Seminar Kedoktoran dalam Amalan Profesional Pengurusan Pendidikan *Doctoral Seminar on Professional Practices in Educational Management*	3
PWA8012	Fasafah Pengurusan dan Organisasi *Philosophy of Management and Organization*	3
PWA8013	Perancangan dan Dasar Pendidikan *Educational Planning and Policy*	3
PWA8015	Pembangunan Organisasi Pendidikan *Organizational Development in Education*	3

PWA8029	Teori dan Amalan dalam Kepimpinan Pendidikan *Theory and Practice in Educational Leadership*	3
PWA8035	Undang-undang dan Governan dalam Pendidikan *Laws and Governance in Education*	3
PWA8016	Governan Dan Pengurusan Pendidikan Tinggi *Higher Education Governance and Management*	3
PWA8017	Analisis Komparatif Kewangan Sekolah *School Finance Comparative Analysis*	3
PWA8018	Analisis Komparatif Undang-Undang Pendidikan *Education Law Comparative Analysis*	3
PWA8019	Politik Ekonomi Dalam Pendidikan *Political Economics in Education*	3
PWA8020	Resolusi Konflik Dalam Pengurusan Pendidikan *Conflict Resolution in Education Management*	3
PWA8021	Etika Dalam Pengurusan Pendidikan *Ethics in Education Management*	3

PENGKHUSUSAN KAUNSELING (PILIH 5) /
COUNSELLING CONCENTRATION (SELECT 5)

Kod Kursus/ ***Course Code***	**Tajuk Kursus/** ***Course Title***	**Jam Kredit/** ***Credit hours***
PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3
PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3
PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3
PWA8032	Pengukuran Objektif *Objective Measurement*	3
PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3
PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3
PWA8023	Terapi Perkahwinan dan Keluarga *Marriage and Family Therapy*	3
PWA8024	Teori dan Amalan Kaunseling Lanjutan *Advanced Counselling Theory and Practice*	3
PWA8026	Penyeliaan Dalam Kaunseling dan Psikoterapi *Supervision in Counseling and Psychotherapy*	3
PWA8027	Kaunseling Pencegahan *Preventive Counseling*	3
PWA8028	Medium Terapi Seni *Expressive Therapy Mediums*	3

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

PENGAJIAN SECARA SEPENUH MASA / *FULLTIME STUDY*
PENGKHUSUSAN KURIKULUM & PENGAJARAN/ *CURRICULUM AND INSTRUCTION CONCENTRATION*

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** ***Course Title***	**Kredit** ***Credit***	
Tahun 1 *Year 1*	**KURSUS TERAS** *CORE COURSE*	PWA8001	Kaedah Penyelidikan Kuantitatif dalam Pendidikan *Quantitative Research Approaches in Education*	3	PWA8005	Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Approaches in Education*	3	**9**
		PWX8005	Seminar Kedoktoran *Doctoral Seminar*	3				
	KURSUS ELEKTIF *ELECTIVE COURSE*	PWA8006	Teori dan Amalan dalam Kurikulum *Theory and Practice in Curriulum*	3	PWA8008	Reka Bentuk dan Pembangunan Sistem Pengajaran *Design and Development of Instructional Systems*	3	**15**
	Pilih 5 kursus daripada 10 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 5 from 10 courses (subject to approval from the Head of Department and supervisor)*	PWA8007	Pelaksanaan dan Penilaian Kurikulum *Curriculum Implementation and Evaluation*	3	PWA8009	Teori dan Penyelidikan dalam Pembelajaran dan Teknologi *Theory and Research on Learning and Technology*	3	
		PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3	PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3	
		PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3	PWA8032	Pengukuran Objektif *Objective Measurement*	3	
		PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3	PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3	
			Jumlah Kredit ***Total Credit***	**12**		**Jumlah Kredit** ***Total Credit***	**12**	**24**
Tahun 2 *Year 2*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	14	PWX8006	Tesis Thesis	14	**28**
Tahun 3 *Year 3*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	14	PWX8006	Tesis Thesis	14	**28**
			Jumlah Kredit *Total Credit*	**40**		**Jumlah Kredit** *Total Credit*	**40**	**80**

PENGAJIAN SECARA SEPARUH MASA / *PARTTIME STUDY*
PENGKHUSUSAN KURIKULUM & PENGAJARAN / *CURRICULUM AND INSTRUCTION CONCENTRATION*

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
Tahun 1 *Year 1*	**KURSUS TERAS** *CORE COURSE*	PWA8001	Kaedah Penyelidikan Kuantitatif dalam Pendidikan *Quantitative Research Approaches in Education*	3	PWA8005	Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Approaches in Education*	3	**9**
		PWX8005	Seminar Kedoktoran *Doctoral Seminar*	3				
	KURSUS ELEKTIF *ELECTIVE COURSE*	PWA8006	Teori dan Amalan dalam Kurikulum *Theory and Practice in Curriulum*	3	PWA8008	Reka Bentuk dan Pembangunan Sistem Pengajaran *Design and Development of Instructional Systems*	3	**15**
	Pilih 3 kursus daripada 7 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 3 from 7 courses (subject to approval from the Head of Department and supervisor)*	PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3	PWA8009	Teori dan Penyelidikan dalam Pembelajaran dan Teknologi *Theory and Research on Learning and Technology*	3	
		PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3	PWA8032	Pengukuran Objektif *Objective Measurement*	3	
		PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3				
			Jumlah Kredit ***Total Credit***	**12**		**Jumlah Kredit** ***Total Credit***	**12**	**24**
Tahun 2 *Year 2*	**KURSUS TERAS** *CORE COURSE*				PWX8006	Tesis Thesis	11	**11**
	KURSUS ELEKTIF *ELECTIVE COURSE* Pilih 2 kursus daripada 3 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 2 from 3 courses (subject to approval from the Head of Department and supervisor)*	PWA8007	Pelaksanaan dan Penilaian Kurikulum *Curriculum Implementation and Evaluation*	3				**6**
		PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3				
		PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3				

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
			Jumlah Kredit ***Total Credit***	**6**		**Jumlah Kredit** ***Total Credit***	**11**	**17**
Tahun 3 *Year 3*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	11	PWX8006	Tesis Thesis	11	**22**
Tahun 4 *Year 4*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	11	PWX8006	Tesis Thesis	12	**23**
			Jumlah Kredit *Total Credit*	**40**		**Jumlah Kredit** *Total Credit*	**40**	**80**

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

PENGAJIAN SECARA SEPENUH MASA / *FULLTIME STUDY*
PENGKHUSUSAN PENGURUSAN & DASAR PENDIDIKAN / *EDUCATIONAL MANAGEMENT & POLICY CONCENTRATION*

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
Tahun 1 *Year 1*	**KURSUS TERAS** *CORE COURSE*	PWA8001	Kaedah Penyelidikan Kuantitatif dalam Pendidikan *Quantitative Research Approaches in Education*	3	PWA8005	Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Approaches in Education*	3	**9**
		PWX8005	Seminar Kedoktoran *Doctoral Seminar*	3				
	KURSUS ELEKTIF *ELECTIVE COURSE*	PWA8011	Seminar Kedoktoran dalam Amalan Profesional Pengurusan Pendidikan *Doctoral Seminar on Professional Practices in Educational Management*	3	PWA8013	Perancangan dan Dasar Pendidikan *Educational Planning and Policy*	3	**15**
	Pilih 5 kursus daripada 12 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 5 from 12 courses (subject to approval from the Head of Department and supervisor)*	PWA8012	Fasafah Pengurusan dan Organisasi *Philosophy of Management and Organization*	3	PWA8015	Pembangunan Organisasi Pendidikan *Organizational Development in Education*	3	
		PWA8029	Teori dan Amalan dalam Kepimpinan Pendidikan *Theory and Practice in Educational Leadership*	3	PWA8035	Undang-undang dan Governan dalam Pendidikan *Laws and Governance in Education*	3	
		PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3	PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3	
		PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3	PWA8032	Pengukuran Objektif *Objective Measurement*	3	
		PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3	PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3	
			Jumlah Kredit *Total Credit*	**12**		**Jumlah Kredit** *Total Credit*	**12**	**24**
Tahun 2 *Year 2*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	14	PWX8006	Tesis Thesis	14	**28**

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
Tahun 3 *Year 3*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	14	PWX8006	Tesis Thesis	14	**28**
			Jumlah Kredit *Total Credit*	**40**		**Jumlah Kredit** *Total Credit*	**40**	**80**

PENGAJIAN SECARA SEPARUH MASA / *PARTTIME STUDY*

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

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
Tahun 1 *Year 1*	**KURSUS TERAS** *CORE COURSE*	PWA8001	Kaedah Penyelidikan Kuantitatif dalam Pendidikan *Quantitative Research Approaches in Education*	3	PWA8005	Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Approaches in Education*	3	**9**
		PWX8005	Seminar Kedoktoran *Doctoral Seminar*	3				
	KURSUS ELEKTIF *ELECTIVE COURSE*	PWA8011	Seminar Kedoktoran dalam Amalan Profesional Pengurusan Pendidikan *Doctoral Seminar on Professional Practices in Educational Management*	3	PWA8013	Perancangan dan Dasar Pendidikan *Educational Planning and Policy*	3	**9**
	Pilih 3 kursus daripada 8 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 3 from 8 courses (subject to approval from the Head of Department and supervisor)*	PWA8012	Fasafah Pengurusan dan Organisasi *Philosophy of Management and Organization*	3	PWA8015	Pembangunan Organisasi Pendidikan *Organizational Development in Education*	3	
		PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3	PWA8032	Pengukuran Objektif *Objective Measurement*	3	
		PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3	PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3	
			Jumlah Kredit *Total Credit*	**9**		**Jumlah Kredit** *Total Credit*	**9**	**18**
Tahun 2 *Year 2*	**KURSUS TERAS** *CORE COURSE*				PWX8006	Tesis Thesis	11	**11**
	KURSUS ELEKTIF *ELECTIVE COURSE*	PWA8029	Teori dan Amalan dalam Kepimpinan Pendidikan *Theory and Practice in Educational Leadership*	3				**6**
	Pilih 2 kursus daripada 4 kursus (pilihan tertakluk kepada kelulusan	PWA8035	Undang-undang dan Governan dalam Pendidikan *Laws and Governance in Education*	3				

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
	penyelia dan ketua jabatan) *Choose 2 from 4 courses (subject to approval from the Head of Department and supervisor)*	PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3				
		PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3				
			Jumlah Kredit *Total Credit*	**6**		**Jumlah Kredit** *Total Credit*	**11**	**17**
Tahun 3 *Year 3*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	11	PWX8006	Tesis Thesis	11	**22**
Tahun 4 *Year 4*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	11	PWX8006	Tesis Thesis	12	**23**
Jumlah Kredit *Total Credit*				**40**	**Jumlah Kredit** *Total Credit*		**40**	**80**

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

PENGAJIAN SECARA SEPENUH MASA / *FULLTIME STUDY*
PENGKHUSUSAN KAUNSELING / *COUNSELLING CONCENTRATION*

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
Tahun 1 *Year 1*	**KURSUS TERAS** *CORE COURSE*	PWA8001	Kaedah Penyelidikan Kuantitatif dalam Pendidikan *Quantitative Research Approaches in Education*	3	PWA8005	Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Approaches in Education*	3	**9**
		PWX8005	Seminar Kedoktoran *Doctoral Seminar*	3				
	KURSUS ELEKTIF *ELECTIVE COURSE* Pilih 5 kursus daripada 11 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 5 from 11 courses (subject to approval from the Head of Department and supervisor)*	PWA8024	Teori dan Amalan Kaunseling Lanjutan *Advanced Counselling Theory and Practice*	3	PWA8023	Terapi Perkahwinan dan Keluarga *Marriage and Family Therapy*	3	**15**
		PWA8026	Penyeliaan Dalam Kaunseling dan Psikoterapi *Supervision in Counseling and Psychotherapy*	3	PWA8027	Kaunseling Pencegahan *Preventive Counseling*	3	
		PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3	PWA8028	Medium Terapi Seni *Expressive Therapy Mediums*	3	
		PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3	PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3	
		PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3	PWA8032	Pengukuran Objektif *Objective Measurement*	3	
					PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3	
			Jumlah Kredit *Total Credit*	**12**		**Jumlah Kredit** *Total Credit*	**12**	**24**
Tahun 2 *Year 2*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	14	PWX8006	Tesis Thesis	14	**28**
Tahun 3 *Year 3*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	14	PWX8006	Tesis Thesis	14	**28**
Jumlah Kredit *Total Credit*				**40**	**Jumlah Kredit** *Total Credit*		**40**	**80**

PENGAJIAN SECARA SEPARUH MASA / *PARTTIME STUDY*
PENGKHUSUSAN KAUNSELING / *COUNSELLING CONCENTRATION*

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
Tahun 1 *Year 1*	**KURSUS TERAS** *CORE COURSE*	PWA8001	Kaedah Penyelidikan Kuantitatif dalam Pendidikan *Quantitative Research Approaches in Education*	3	PWA8005	Kaedah Penyelidikan Kualitatif dalam Pendidikan *Qualitative Research Approaches in Education*	3	**9**
		PWX8005	Seminar Kedoktoran *Doctoral Seminar*	3				
	KURSUS ELEKTIF *ELECTIVE COURSE*	PWA8024	Teori dan Amalan Kaunseling Lanjutan *Advanced Counselling Theory and Practice*	3	PWA8028	Medium Terapi Seni *Expressive Therapy Mediums*	3	**9**
	Pilih 3 kursus daripada 7 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 3 from 7 courses (subject to approval from the Head of Department and supervisor)*	PWA8026	Penyeliaan Dalam Kaunseling dan Psikoterapi *Supervision in Counseling and Psychotherapy*	3	PWA8032	Pengukuran Objektif *Objective Measurement*	3	
		PWA8030	Analisis Data Kuantitatif *Quantitative Data Analysis*	3	PWA8033	Model Statistik Linear Gunaan *Applied Linear Statistical Models*	3	
		PWA8031	Analisis Data Kualitatif dalam Pendidikan *Qualitative Data Analysis in Education*	3				
			Jumlah Kredit *Total Credit*	**9**		**Jumlah Kredit** *Total Credit*	**9**	**18**
Tahun 2 *Year 2*	**KURSUS TERAS** *CORE COURSE*				PWX8006	Tesis Thesis	11	**11**
	KURSUS ELEKTIF *ELECTIVE COURSE*	PWA8023	Terapi Perkahwinan dan Keluarga *Marriage and Family Therapy*	3				**6**
	Pilih 2 kursus daripada 4 kursus (pilihan tertakluk kepada kelulusan penyelia dan ketua jabatan) *Choose 2 from 7 courses (subject to approval from the Head of Department and supervisor)*	PWA8027	Kaunseling Pencegahan *Preventive Counseling*	3				
		PWA8003	Analisis Data Multivariat *Multivariate Data Analysis*	3				
		PWA8034	Analisis Permodelan Persamaan Struktur *Structural Equation Modelling Analysis*	3				
			Jumlah Kredit *Total Credit*	**6**		**Jumlah Kredit** *Total Credit*	**11**	**17**

Tahun Pengajian *Years of Study*	**Komponen** *Component*	**Semester 1**			**Semester 2**			**Jumlah Kredit** *Total Credit*
		Kod Kursus *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	**Kod Kursus** *Course Code*	**Tajuk Kursus** *Course Title*	**Kredit** *Credit*	
Tahun 3 *Year 3*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	11	PWX8006	Tesis Thesis	11	**22**
Tahun 4 *Year 4*	**KURSUS TERAS** *CORE COURSE*	PWX8006	Tesis Thesis	11	PWX8006	Tesis Thesis	12	**23**
Jumlah Kredit *Total Credit*				**40**	**Jumlah Kredit** *Total Credit*		**40**	**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 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)

Dalam kursus ini, calon akan didedahkan kepada kaedah kuantitatif lanjutan dalam penyelidikan pendidikan, supaya mereka dapat menunjukkan pemahaman praktikal tentang kaedah tersebut. Kursus ini akan meneroka beberapa kaedah dan teknik dalam penyelidikan kuantitatif, seperti teknik persampelan, reka bentuk penyelidikan, pengukuran, instrumentasi, dan jenis kaedah analisis data dalam menjalankan penyelidikan kuantitatif. Kursus ini juga akan membincangkan isu-isu penyelidikan yang mendalam tentang kesahan dan kebolehpercayaan, kaedah tinjauan, kaedah eksperimen, kaedah perbandingan, kajian korelasi dan sebagainya. Selain itu, kaedah penyelidikan kuantitatif yang baru iaitu permodalan persamaan struktural akan diperkenallkan melalui kursus ini.

In this course, candidates will be exposed to advanced quantitative methods in educational research, so that they can demonstrate practical understanding of the method. This course will explore several methods and techniques in quantitative research, such as sampling techniques, research design, measurement, instrumentation, and different types of data analysis methods in conducting quantitative research. This course will also discuss in-depth research issues on validity and reliability, survey methods, experimental methods, comparative methods, correlation studies and so on. In addition, a new method of quantitative research, namely structural capitalization, will be introduced through this course.

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*

- Chua, Y. P. (2020). *Mastering research methods (3rd edition).* McGraw-Hill.
- Patten, M. L., Newhart, M. (2017). *Understanding Research Methods: An Overview of the Essentials 10th Edition. Routledge.*
- Hair et al. (2017*). A primer on Partial Least Squares Structural Equation Modeling (SmartPLS-SEM). Sage Publication Friere, P. (1968). Pedagogy of the oppressed (M. B. Ramos, Trans.). New York: Seabury Press.*

PWA8005 Kaedah 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 meneliti 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 dan analisis dokumen. Pelajar juga akan didedahkan dengan pelbagai isu yang berkaitan dengan kajian kualitatif seperti isu etika dalam penyelidikan, kesahan dan kebolehpercayaan.

This course introduces students to the principles of qualitative research methods. It examines in depth issues relating to differences between various qualitative research methods such as case study, ethnography, phenomenology etc. Students will have the opportunity to formulate problem statements,

objectives and research questions, sample selection and identify various methods used in qualitative data collection such as interviews, observations and document analysis. Students will also be exposed to issues related to qualitative research methodology such as ethical issues in research, validity and reliability.

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*

- Cardano, M. (2020). *Defending qualitative research: Design, analysis and textualization. London, UK: Routledge.*
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods. SAGE Publications Limited.*
- Merriam, S. B.;, & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis. Hoboken, NJ: John Wiley & Sons.*
- Udo Kuckartz, (2014). *Qualitative Text Analysis: A Guide to Methods, Practice and Using Software. NY: Sage Publication.*
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd, ed.). LA: Sage Publication*.

PWX8005 Seminar Kedoktoran (3 jam kredit)
PWX8005 Doctoral Seminar (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*

- Lokesh, K. (2020*). Methodology of Educational Research. Vikash Publishing. India.*
- Robert, C., Michael, W, Larry, V.H., & James, A. (2017). *Research Methods and Methodologies in Education. Sage.*
- Ioanna, P., & David, N. (2015*). Doing Research in Education: Theory and Practice. Sage.*

PWX8006 Thesis (56 jam kredit)
PWX8006 Thesis (56 credit hours)

Kursus ini memerlukan pelajar untuk menyediakan satu cadangan penyelididkan (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 dan dipertahankan di hadapan jawatankuasa yang dilantik

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 and will be defended in front of appointed committee.

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*

- Efron, S.A., & Ravis, R. (2019). Writing the literature review: A practical guide. New York: Guilford Press
- Robert, C., Hyatt, L. (2018). The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation. Thousand Oaks, CA: 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 edition).* 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 multivariat dalam penyelidikan pendidikan. Kursus ini bermula dengan penghuraian konsep dari matriks algebra dan perbincangan ciri-ciri taburan normal multivariat. Regresi gandaan dan regresi multivariat juga dibincang. Perbandingan pelbagai variabel antara kumpulan; kaedah menguji perbezaan min dan kovarians juga akan diperkenalkan. Analisis diskriminan dan kaedah analisis klasifikasi juga akan

diperkenalkan. Kursus ini dirumuskan 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*

- Vaughn D.L. & Lomax,R. (2020). Statistical concepts: A Second course. 5th edition. New York:Routledge.
- Hair, J.F., Babin, B.J., Black, W.C. & Anderson, R.E. (2018) Multivariate Data Analysis, 8th Edition. New Jersey: Pearson Education.
- Wichern, D.W. & Johnson, R.A. (2018). Applied Multivariate Statistical Analysis, 6th Edition. New Jersey: Pearson.
- Vaughn D.L. (2016) Applied Multivariate Statistical Concepts. New York:Routledge.
- Keenan, A.P., & Stevens, J.P. (2015). Applied Multivariate Statistics for the Social Sciences, 6th Edition. London: Routledge.

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*

- Morley, D. A., & Jamil, M. G. (2020). *Applied Pedagogies for Higher Education: Real World Learning and Innovation across the Curriculum* (p. 415). Springer Nature.
- Paulsen, M. B., & Perna, L. W. (Eds.). (2019). Higher Education: Handbook of Theory and Research: Volume 34. Springer.
- Taylor & Richards (2018). *An Introduction to Curriculum Studies.* Taylor and Francis.
- Davidson, C.N. (2017). *The New Education: How to Revolutionize the University to Prepare Students for a World In Flux.* Hachette Book Group. New York.
- Samuel, M. A., Dhunpath, R., & Amin, N. (Eds.). (2017). *Disrupting higher education curriculum: Undoing cognitive damage*. Springer.
- Carnell, B.& Fung, D. (Eds.). (2017). *Developing the Higher Education Curriculum: research-based Education in Practice*. UCL Press.
- Boyle & Charles (2016). *Curriculum Development: A Guide to Educators.* SAGE Publications Ltd
- Glatthorn, A.A., Boschee, F., Whitehead, B.M., & Boschee, B. F. (2016). *Curriculum Leadership:* Strategies for Development and Implementation. Thousand Oaks, CA: Sage.

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

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.

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*

- Taylor & Richards (2018). *An Introduction to Curriculum Studies.*Taylor and Francis.
- Boyle & Charles (2016). *Curriculum Development: A Guide to Educators.* SAGE Publications Ltd
- Glatthorn, A.A. &Boschee, F.A. (2015). Curriculum Leadership: Strategies for Development and Implementation. Sage publications: LA
- Norlidah Alias, Abu Bakar Nordin, Saedah Siraj & Mohd Nazri Abdul Rahman. (2014). *Kurikulum: Satu Disiplin Yang Dinamik.* Kuala Lumpur: Pearson Malaysia Sdn. Bhd.
- Saedah Siraj, Norlidah Alias, Dorothy DeWitt & Zaharah Hussin. (2013). *Design and Developmental Research: Emergent Trends in Educational Research.* Kuala Lumpur: Pearson Malaysia Sdn. Bhd.

PWA8008 Reka Bentuk 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*

- Blokdyk, G. (2020). *Instructional Design A Complete Guide - 2020 Edition. 5STARCooks: TX*
- Nello, P. L. and Thomas, H. (2020). *Instructional Technology (IT) Project Management Handbook. Kindle Edition.*
- Blokdyk, G. (2020*). Instructional Design Process A Complete Guide - 2020 Edition. 5STARCooks: TX.*
- Lever-Duffy, J. and McDonald, J. (2017). *Teaching and Learning with Technology. Pearson: UK.*
- Burke, B. (2016). *Gamify: How Gamification Motivates People to Do Extraordinary Things. Routledge: UK.*

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). Pelajar akan menghubungkait literatur berkaitan pengajaran dan pembelajaran berdasarkan teori sedia ada. Akhir sekali pelajar akan didedahkan mengenai bagaimana menyediakan aktiviti pengajaran dan pembelajaran berasaskan teori.

This course will discuss the position of educational theory and research based on different learning environments (face -to -face; blended and online). Students will relate literature related to teaching and learning based on existing theories. Finally students will be exposed to how to prepare theory -based teaching and learning activities.

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*

- Mayer, R. E. (2020). *Multimedia Learning (3rd Edition). Cambridge, UK: Cambridge University Press*
- Weinstein, Y., Sumeracki, M., & Caviglioli, O. (2018). *Understanding how we learn: A visual guide. London: Routledge.*

- Turkle, S. (2016). *Reclaiming conversation: The power of talk in a digital age. New York: Penguin Random House.*
- Clark, R. C., & Mayer, R. E. (2016). *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning (4th Edition). San Francisco, CA: Pfeiffer.*
- Spector, J. M., Merrill, M. D., Elen, J., & Bishop, M. J. (Eds.). (2014*). Handbook of research on educational communications and technology. New York: Springer*
- 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*.

PWA8011 Seminar Kedoktoran dalam Amalan Profesional Pengurusan Pendidikan (3 jam kredit)

PWA8011 Doctoral Seminar on Professional Practices in Educational Management (3 credit hours)

Seminar Kedoktoran dalam Amalan Profesional (SKAP) dalam Pengurusan Pendidikan ini adalah satu kursus yang direka khas untuk calon menulis disertasi, artikel jurnal dan menjalankan penyelidikan kendiri. Kursus ini bermula dari perspektif meningkatkan keberkesanan organisasi yang akan membangunkan individu dalam organisasi terlibat secara profesional. Calon akan meneroka daripada perspektif teori dan praktikal mengenai komponen utama pembangunan profesional yang menghubungkan refleksi dan pengetahuan dengan kemahiran dan kompetensi yang mana mereka akan perlukan dalam mengurus institusi pendidikan samada pada masa kini dan akan datang.

This Doctoral Seminar on Professional Practices (DSPP) in Educational Management is a course specially designed to prepare the candidate how to write thesis, academic articles and undertake research projects independently. This course begins from the perspective that organizational effectiveness will be improved if the individuals within the organization are engaged in developing professionally. Candidates will explore from a theoretical and practical perspective the key components of professional development that link reflection and knowledge with the skills and competencies that they will need in managing educational establishments both now and in the future.

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*

- Sara Efrat Efron and Ruth Ravid (2018). Writing the Literature Review: A Practical Guide. Guilford. New York, NY.
- Creswell, J. W. (2017). Research design: Qualitative and quantitative approaches. (5th ed.) Thousand Oaks, CA: Sage
- Aitchison, C. & Guerin, C. (2014). Writing Groups for Doctoral Education and Beyond: Innovations in practice and theory. Routledge: NY
- 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
- Diana Ridley (2012). The literature review: a step-by-step guide for students. Thousand Oaks, CA: Sage
- 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
- Lewis-Beck, M. S., & Bryman, A., & Liao, T. F. (2004). The Sage enclyclopedia of social science research methods. London: Sage.

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 discusses the process of building the organizational management philosophy from the Western and Eastern perspectives. Comparative studies are made between the philosophy underlying the world's major economic systems such as capitalist and socialist philosophy practiced by western management societies such as classical, behavioral, systems, and contingency. Discussions also cover Western and Eastern leading philosophical figures. This course focuses on the process of building an organization's management philosophy relevant to the field of education through the modification of the elements of management and leadership model.

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*

- Burns, K., (2019). *Eastern Philosophy: The Greatest Thinkers and Sages from Ancient to Modern Times. Arcturus Publishing Limited: London.*
- Noddings, N. (2018). *Philosophy of Education(4th ed.). Routledge, New York.*
- Smeyers P. (eds) (2018). *International Handbook of Philosophy of Education. Springer International Handbooks of Education.* Springer, Cham
- Booth, A., R., (2017*). Analytic Islamic Philosophy*. Palgrave Macmillan, London
- Tsang, E., W., K., (2017). *The Philosophy of Management Research. Routledge*, New York.
  Bates, B. (2016). *Learning Theories Simplified*. Sage: Los Angeles

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 perancangan-dasar, kitaran kembar, teori, dan falsafah perancangan dan dasar dikupas berdasarkan realiti bidang perancangan dan dasar pendidikan. 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.

This course discusses on macro and micro development planning of the education system in several countries particularly Malaysia. Development plans are linked with national development policies together with logistics and mechanisms for the success of planning-policy. The concept of planning-policy, double cycle, theories, and policy paradigms are discussed based on realities in the field of educational planning and policy. Important issues such as accessibility, equity, quality, literacy, performance, cost-benefit, cost-effectiveness, and equilibrium become the focus of discussion in this course. These issues are viewed comparatively between the advanced and developing countries.

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*

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

Kandungan kursus ini bertumpu kepada pembangunan/penambahbaikan suatu organisasi pendidikan dalam bidang iklim fizikal, budaya pengajaran dan pembelajaran, proses, mutu kerja, dan mekanisme operasi dalam perubahan organisasi. Perbincangan meliputi kepentingan metaforik yang relevan kepada organisasi pendidikan, perkaitan dengan teori sosiologi dan psikologi organisasi pendidikan, pelbagai dimensi dalam kualiti dan pencapaian staf, kaedah diagnostik untuk menganalisis perbagai kategori masalah organisasi, dan analisis keperluan dalam OD. Kaedah kajian tindakan akan diajar supaya pelajar dapat mengumpul dan menganalisis data empirikal yang penting untuk proses OD.

The contents focus on the developments/ improvements of an educational organization in the area of physical climate, teaching-learning culture, process, work quality and operational mechanics of organizational change. 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 also be taught so that students will be able to collect and analyse empirical data necessary for OD process.

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*

- Mertle, C. A. (2019) *The Wiley Handbook of Action Research in Education, New Jersey: Wiley-Blackwell*
- Onald L Anderson (2019, 5th edition) *Organization Development: The Process of Leading Organizational Change. Thousands Oak, CA: Sage Publications, Inc.Sage Publications*

- Cummings T. G & Worley, C. G (2018, 11th edition) *Organizational Development and Change. Stamford: Cengage Learning.*
- Bolman, L.G. & Deal, T. E. (2017). *Reframing Organizations: Artistry, Choice, and Leadership 6th Edition Jossey Bass: San Francisco*
- Gallos, Joan V. (2006) *Organization development: a Jossey-Bass reader. CA: Jossey-Bass A Wiley Imprint*
- 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 Higher Education Governance and Management (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*

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

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

PWA8017 Analisis Komparatif Kewangan Sekolah (3 jam kredit)
PWA8017 School Finance Comparative Analysis (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*

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

PWA8018 Analisis Komparatif Undang-undang Pendidikan (3 jam kredit)
PWA8018 Education Law Comparative Analysis (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 3rd edition). *Education and the courts*. London: Jordan Publishing.
- Russo, C. J. (2013). *Yearbook of education law*. Dayton, OH: Education Law Association.
- Dayton, J. (2012). *Education Law: Principles, Policies & Practice*. Wisdom Builders Press: US
- Stewart, D J., & Knott, A. E. (2002). *Schools, courts and the law*. New South Wales: Prentice Hall.
- Vacca, R. (2008 7th edition). *Law and education: Contemporary issues and court decisions*.London: Matthew Bender and Company.

PWA8019 Politik Ekonomi dalam Pendidikan (3 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*	–	70 %	*Examination*	–	*30%*

		Assessment
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*. Routledge: London
- Francesca Ashurst and Couze Venn (2014) I*nequality, poverty, education: A political economy of school exclusion,* New York; Palgrave Macmillan
- Mark Gradstein, Moshe Justman and Volker Meier (2014*). The Political Economy of Education: Implications for Growth and Inequality* MIT Press: US
- Gradstein, M., Justman, M. Meier, V., (2005) *The Political Economy of Education: Implications for growth and Inequality*. Cambridge, Mass: MIT Press
- M. Bakri Musa (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 dan 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.* Profile Book Ltd.: London
- Nathan L. Exxex (2015). *School Law and the Public schools: A Practical Guide for Educational Leaders* (6th edition). The Pearson Educational Leadership series. ISBN-13: 978-0133905427
- Russo, C. J. (Ed.). (2014). *The yearbook of education law 2014. Dayton*, OH: Education Law Association.
- Stuckey, R. (2007) *Best Practices for Legal Education. USA: Clinical Legal Education Association*
- Lawrence, C. E., & Vachon, M.K. (2001*). The marginal teacher: A step-by-step guide to fair procedures for identification and dismissal. Thousand Oaks*, CA: Corwin.

- Lawrence, C. E., & Vachon, M. K. (2003). *How to handle staff misconduct: A practical guide for school principals and supervisors*. Thousand Oaks, CA: Corwin.

PWA8021 Etika Dalam 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 religion and philosophies such as pragmatism, fundamentalism and existentialism. The course will also emphasize on how the educational leadership could apply ethics and moral values in improving the integrity of the educational organization and work quality.

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*. Allyn & Bacon: NY
- Brooks, R. Riele, K.t. Maguire, M. (2014). *Ethics and Education Research*. Sage Publications: NY
- Patrick, J. A., & Quinn, J.F. (2011). *Management ethics: Integrity at work. Thousand Oaks*, CA: Sage
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- Malaysia. (2004). *Plan Intregasi Nasional. Kuala Lumpur: Institut Intrerasi Kebangsaan.*
- Malaysia. (1997). *Akta Pencegah Rasuah.* Kuala Lumpur: Percetakan Nasional.

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 sistem keluarga. Penekanan diberikan kepada penguasaan teori sistem dan perkembangan teori terkini Pelajar akan didedahkan kemahiran mengintegrasikan pengetahuan dan kemahiran dengan, menggunakan model yang bersesuaian. Tumpuan juga akan diberikan dalam kemahiran menganalisan kajian-kajian kes

This course provides an in -depth focus on the theoretical foundations of the family system. Emphasis is given to the mastery of systems theory and recent theoretical developments. Students will be exposed to the skills of integrating knowledge and skills with, using appropriate models. Focus will also be given in the skills of analyzing case studies

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*

- Schwartz, R.C. & Sweezy, M. (2020). *Internal family systems therapy. New York: Gulford*
- Nichols, M. P. & Schwartz, R. C (2017). *Family Therapy: Concepts and Methods. Boston, MA; Pearson*
- Luquet, W. (2015). *Short Term Couple Therapy: The Imago Model in Action. New York: Taylor and Francis.*
- Bitter, J.M. (2014). *Theory and Practice of Family Therapy and Counseling. Brooks/Cole: USA*
- Greenberg, L.S., & Johnson, S.M. (2010).*Emotionally Focused therapy for couples. New York: Guilford Press.*

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. Penekanan diberi kepada aspek teori dalam perhubungan kaunseling dan juga dalam amalan umum kaunseling. Pelajar akan menilai teori-teori sedia ada dan membuat perbandingan berasaskan kontek budaya. Pelajar juga membina model sendiri yang mengambil kira aspek rohani, perskitaran dan neurologi.

This course is an advanced course in the theory and practice of counseling. Emphasis is given to the theoretical aspects in the counseling relationship as well as in the general practice of counseling. Students will learn existing theories and make comparisons based on cultural contexts. Students will develop their own theoretical model that take into account spiritual, environmental and neurological aspects.

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. Cengage Learning: US*
- Sharf, R. (2015). *Theories of counseling and psychotherapy. Boston, MA; Cengage.*
- Corey, G. (2013) *Case approach to counseling and psychotherapy. Belmont, CA: Cengage.*
- Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (2010). *The heart and soul of change. Washington, DC: American Psychological Association*

PWA8026 Penyeliaan Dalam Kaunseling dan Psikoterapi (3 jam kredit)
PWA8026 Supervision in Counselling 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. Tumpuan akan diberikan kepada model-model sedia ada dalam penyeliaan dan bagaimana model-model tersebut boleh diaplikasi dalam seting penyeliaan. Pelajar juga akan didedahkan kepada kemahiran membina model penyeliaan sendiri.

This course is designed for postgraduate students who intend to take on supervisory roles and functions in the field of counseling and psychotherapy in a variety of organizational settings. The focus will be on existing models in supervision and how those models can be applied in a supervisory setting. Students will also be exposed to the skills of building their own supervisory model

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*

- Bernard, J. M., & Goodyear, R. K. (2019). Fundamentals of clinical supervision. Boston: Pearson
- Watkins, C. E. (2019). Handbook of psychotherapy supervision. New York: Wiley.
- Holloway, E. L., & Carroll, M. (1999). Counseling supervision in context. Thousand Oaks, CA: Sage.

PWA8027 Kaunseling Pencegahan (3 jam kredit)
PWA8027 Preventive Counseling (3 credit hours)

Kursus ini menyediakan pelajar pasca ijazah dalam kaunseling dengan pengetahuan dalam konseptual dan "bagaimana untuk" merancang, melaksanakan dan menilai intervensi pencegahan. Pelajar akan memahami bagaimana mereka boleh memberi impak kepada individu, keluarga, dan sistem sosial dalam menangani masalah psikologi, pendidikan, dan kesihatan dengan menggunakan intervensi pencegahan Pencegahan masalah sosial dan psikologi seperti keganasan sekolah, kemiskinan, dan penyalahgunaan bahan yang telah dibuktikan oleh kajian impirikal akan turut dibincangkan. Selain itu isu-isu etika dan budaya dalam konteks inntervensi pencegahan

This course provides graduate students in counselling with conceptual and "how-to" knowledge in designing, implementing and evaluating preventive interventions. Students will gain an understanding of how they can impact individuals, families, and social systems to avert psychological, educational, and health problems preventive interventions. Prevention of social and psychological problems such as school violence, poverty, and substance abuse that have been proven by empirical research will be discussed, Besides, along with ethical and multicultural issues in prevention.

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*

- Conyne, R. K. (2004). *Preventive counseling: Helping people to become empowered in systems and settings* (2nd Ed.). NY: Brunner-Routledge.
- Doll, B. (2010). *Handbook of youth prevention science*. NY: Routledge.
- Conyne, R.K. (1987) *Primary preventive Counseling: Empowering people and system*. ERIC Document ED 345 181

PWA8028 Medium Terapi Seni (3 jam kredit)
PWA8028 Expressive Therapy Mediums (3 credit hours)

Kursus ini akan mendedahkan kepada pelajar pelbagai medium yang digunakan dalam Terapi Seni

Ekspresif. Pelajar akan belajar bagaimana menggabungkan kaedah yang berbeza dalam kaunseling. Penekanan akan diberikan kepada bagaimana medium Ekspresif dapat dimasukkan ke dalam orientasi teori yang berbeza ke atas populasi yang berbeza.

The course will expose students to the different mediums used in Expressive Arts Therapy. Students will learn how to incorporate the different modalities in counseling. Emphasis will be placed on how Expressive mediums can be incorporated into differerent theoretical orientations with different populations.

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*

- Elbrecht, C. (2018) Healing Trauma with Guided Drawing: A Sensorimotor Art Therapy Approach to Bilateral Body. Berkeley, CA: North Atlantic Books.
- Buchalter, S. (2017). 250 Brief, Creative & Practical Art Therapy Techniques: A Guide for Clinicians and Clients. Eau Clair, WI: Pesi Publishing & Media.
- Malchiodi, C.A. (2005). Expressive Therapies. New York: The Guilford Press

PWA8029 Teori dan Amalan dalam Kepimpinan Pendidikan (3 jam kredit)
PWA8029 Theory and Practice in Educational Leadership (3 credit hours)

Kursus ini membincangkan pengenalan asas mengenai kepimpinan seperti definisi, konsep dan sejarah. Selanjutnya, kursus ini turut membincangkan pendekatan seperti trait, gelagat dan situasi serta teori kepimpinan pendidikan seperti transformasi, hamba, etika, pembelajaran dan penyelidikan. Di samping itu juga pelajar didedahkan dengan amalan pendekatan dan teori kepimpinan pendidikan oleh tokoh terkemuka dunia. Perbincangan mengenai isu kepimpinan pendidikan turut terkandung dalam kursus ini khususnya isu berkaitan perubahan persekitaran seperti Revoulsi Industri 4.0.

This course discusses the basic concepts of leadership such as definitions, concepts and history. In addition, the course also discusses approaches such as traits, behavior and situations. Theories of educational leadership such as transformation, servant, ethics, learning and research leaderships are also introduced in this course. In addition, students are exposed to the application of educational leadership approaches and theories by famous international leaders. Discussions on education leadership issues are also covered in this course, especially on environmental change issues such as Industrial Revolution 4.0.

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*

- Norfariza Mohd Radzi. (2020). *Kepimpinan sekolah abad ke-21. Kuala Lumpur: Dewan Bahasa & Pustaka.*
- Peter G. Northouse. (2019) *Leadership: Theory and Practice, 9th Edition. London: SAGE Publications.*
- Bush, T. (2018). *Theories of Educational Leadership & Management (6th ed). London: SAGE Publications.*

- Adams, D. (2018*). Mastering Theories of Educational Leadership and Management. Kuala Lumpur: University of Malaya Press*
- Fullan, M. (2017). *Educational leadership (8th ed.). San Francisco: Prentice Hall.*

PWA8030 Analisis Data Kuantitatif (3 jam kredit)
PWA8030 Quantitative Data Analysis (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*

- Vaughn D.L. & Lomax,R. (2020). *An Introduction to Statistical concepts.4th edition. New York:Routledge.*
- Chua, Y.P.(2020) *Mastering Research Statistics, Second Edition. Kuala Lumpur:McGraw Hill.*
- Bluman, A.G. (2017). *Elementary statistics: A step by step approach(10th edition). New York:McGraw Hill.*
- Field, A. (2017). *Discovering statistics using SPSS, 5th edition London: SAGE.*

PWA8031 Analisis Data Kualitatif dalam Pendidikan (3 jam kredit)
PWA8031 Qualitative Data Analysis in Education (3 credit hours)

Calon akan didedahkan kepada pelbagai kaedah menganalisa data kualitatif. Kandungan ini meliputi topik seperti sumber data kualitatif, teknik menganalisis data, pengurusan data, isu kesahan dan kebolehpercayaan, dan mentafsir data dalam penyelidikan pendidikan. Kursus ini juga akan menyentuh pengurusan data kualitatif menggunakan perisian komputer.

Candidates will be introduced to various methods of qualitative data analysis. The course covers topics such as sources of qualitative data, data analysis technique, data management, validity and reliability issues, and interpreting data in educational research. The course will also cover managing qualitative data using computer software.

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*

- Cardano, M. (2020). *Defending qualitative research: Design, analysis and textualization. London, UK: Routledge.*
- Gibss, G. R. (2018). *Analyzing qualitative data. Thousand Oaks, Ca: SAGE Publications.*

- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods. SAGE Publications Limited.*
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). *Learning to do qualitative data analysis: A starting point. Human Resource Development Review, 19(1), 94-106.*
- Merriam, S. B.;, & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis. Hoboken, NJ: John Wiley & Sons.*
- Miles, M. B., Huberman, A. M., & Saldana, J. (2018). *Qualitative data analysis: A methods sourcebook. Thousand Oaks, Ca: SAGE Publications.*

PWA8032 Pengukuran Objektif (3 jam kredit)
PWA8032 Objective Measurement (3 credit hours)

Objektif kursus ini adalah memperkenalkan pengukuran menggunakan pemodelan rasch dalam konteks penyelidikan pendidikan. Topik termasuk: Pengenalan kepada psikometrik (pengukuran manusia), four building blocks, transformasi data dalam pemodelan rasch, isu kesahan dan kebolehpercayaan, membina kesahihan, analisis skala penilaian, analisis statistik patut item untuk dicotompus dan data politomus, fungsi item berbeza (DIF) orang yang sesuai dengan statistik, teknik penumpuan dan penumpukan, model kredit separa dan analisis pelbagai pihak.

The objective of this course is to introduce measurement using rasch modelling in the context of educational research. Topics include: Introduction to psychometrics (human measurement), four building blocks, data transformation in rasch modelling, validity and reliability issues, construct validity, rating scale analysis, item fit statistics analysis for dicotompus and politomus data, different item functioning (DIF), person fit statistics, racking and stacking techniques, partial credit model and multi rater 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*

- Andrich, D. and Marais, I. (2019). A Course in Rasch Measurement Theory, measuring in the educational, social and health sciences. Singapore: Springer.
- Bond, T. G. and Fox, C. M. (2015). Applying the Rasch model: Fundamental measurement in the human sciences. Third Edit. New York: Routledge.
- Boone, W. J., Staver, J. R., and Yale, M. S. (2014). Rasch analysis in the human sciences. New York: Springer.
- Boone, W. J. and Staver, J.R. (2020). Advances in Rasch Analyses in the Human Sciences. Dordrecht: Springer.
- Engelhard, Jr. G. (2013). Invariant measurement: Using Rasch models in the social behavioral, and health sciences. New York: Routledge
- Wilson, M. (2005). Constructing Measures: An Item Response Modeling Approach. New Jersey: Lawrence Erlbaum Associates Publ.
- Sumintono, B. and Widhiarso, W. (2014). Aplikasi model Rasch untuk Penelitian Ilmu-Ilmu Sosial (edisi revisi). Cimahi: Trimkom Publishing House.

PWA8033 Model Statistik Linear Gunaan (3 jam kredit)
PWA8033 Applied Linear Statistical Models (3 credit hours)

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,. 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. 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	–	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*

- 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.*

PWA8034 Analisis Permodelan Persamaan Struktur (3 jam kredit)
PWA8034 Structural Equation Modelling 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 menjalankan 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. Structural equation modelling 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*

- Boateng, S. & Boateng, R. (2018). *Structural Equation Modelling made Easy for Business and Social Science Research Using SPSS and AMOS*.
- Hair, J. F., Sarstedt, M., Ringle, C. M., & Gudergan, S. P. (2018*). Advanced Issues in Partial Least Squares Structural Equation Modeling (PLS-SEM). Thousand Oaks, CA: Sage*.
- Hair, J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt,M.(2017*). A Primer on Partial Least Squares Structural Equation Modelling (PLS SEM) 2nd Edition: London: SAGE Publication*.
- Ramayah, T., Cheah, J., Chuah, F., Ting, H., & Memon, M. A. (2018*). Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 3.0: An Updated Guide and Practical Guide to Statistical Analysis (2nd Edition). Kuala Lumpur, Malaysia: Pearson*
- Bryne, B. (2016). *Structural Equation Modeling With AMOS: Basic Concepts, Applications, and Programming, Third Edition. London: Routledge*.
- Kline, R.B.(2015). *Principles and Practice of Structural Equation Modeling, 4th edition. New York: The Guilford Press*
- Finch, W.H. & French, B. F. (2015). *Latent Variable Modeling with R. Routledge: NY*
- Beaujean, A. A. (2014*). Latent Variable Modeling Using R: A Step-by-Step Guide. Routledge: NY*

PWA8035 Undang-undang dan Governan dalam Pendidikan (3 jam kredit)
PWA8035 Laws and Governance in Education (3 credit hours)

Kursus ini membincangkan undang-undang dan governan dalam sector pendidikan. Perbincangan juga berfokus kepada model-model governan dari sudut politik, pengagihan kuasa, tekanan kumpulan berkepentingan, autonomi budaya ilmu liberal, dan operasi berterusan universiti dan kolej. Sistem pengurusan, konsep, teori, prinsip, dan pendekatan pengurusan dibincangkan menurut konteks penubuhan universiti dan kolej. Beberapa analisis struktur organisasi dibuat seperti analisis perlembagaan, analisis statut, analisis berstruktur, dan analisis program academic digunakan untuk memahami perana dan fungsi komponen universiti dan kolej.

This course discusses laws and governance in education sector. 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. 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.

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*

- Shattock, M., Horvath, A. (2020) *Governance of British Higher Education: The Impact of Governmental, Financial and Market Pressures. Bloomsbury Publishing.*
- Trimmer, K., R. Dixon & Y. S. Findlay (2018). *The Palgrave Handbook of Education Law for Schools, Springer International Publishing.*
- Hair, J.F., Hult, G.T.M., Ringle, C.M., & Sarstedt,M.(2017*). A Primer on Partial Least Squares Structural Equation Modelling (PLS SEM) 2nd Edition: London: SAGE Publication*.
- McCarthy, M. M., S. Eckes & J. R. Decker (2018). *Legal Rights of School Leaders, Teachers, and Students, Pearson.*
- Akuno, E. & D. O. Ondieki (2017*). Higher Education Leadership and Governance in the Development of the Creative and Cultural Industries in Kenya, CODESRIA, Council for the Development of Social Science Research in Africa*.
- Syed Ahmad S A Alsagoff . (2017). *The Law of Torts in Malaysia. LexisNexis*.

- Mohamed Ishak Abdul Hamid (2012) *Comparative Education Law: Rights & Obligations of Teachers in United States & Malaysia. LAP LAMBERT Academic Publishing*
- Kutner, M., Nachtsheim, C. & Neter, J. (2004). Applied Linear Statistical Models. London:

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* 2023/2024

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
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. GARIS PANDUAN MENYEDIAKAN CADANGAN PENYELIDIKAN (SEMINAR 1 DAN SEMINAR 2)/
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:

- **Artikel 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

JABATAN PENDIDIKAN MATEMATIK DAN SAINS
DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION

Program/ *Programme*	:	**Sarjana Pendidikan Sains dengan Teknologi Maklumat** ***Master of Science Education with Information Technology***
Kod Program / *Programme code*	:	**PQC**
Mod Program / *Programme mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Sains dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree in the field of Science with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

ATAU/*OR*

3. Ijazah Sarjana Muda Pendidikan dalam bidang Sains dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor of Education Degree with CGPA of 2.70 to 2.99 or equivalent

   DAN/*AND*

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

   i. Graduan UM, atau
      UM Graduates, or

   ii. Pengalaman kerja dalam bidang yang berkaitan, atau
      Experience in related field, or

   iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
      Published in related field, or

   iv. Merupakan penerima biasiswa, atau
      A sponsorship holder, or

   v. Merupakan kakitangan agensi kerajaan; atau
      A government servant; or

   vi. Lulus temuduga PTj, atau
      Passed an interview by RoC, or

   vii. Lulus Penilaian Khas PTj.
      Passed Special Assessment by RoC.

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan professional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dalam bidang Sains dengan PNGK 2.50 – 2.69 atau setaraf
A Bachelor of Education Degree in the field of Science with CGPA of 2.50 – 2.99 or equivalent

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,

Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / Full Time

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	*3 Regular Semesters*

Tempoh Maksimum : 8 Semester Biasa
Maximum Period : *8 Regular Semesters*

B. Separuh Masa / Part Time

Tempoh Minimum : 8 Semester Biasa
Minimum Period : *8 Regular Semesters*

Tempoh Maksimum : 12 Semester Biasa
Maximum Period : *12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Matlamat Program Sarjana Pendidikan Sains dengan Teknologi Maklumat adalah untuk menghasilkan graduan yang dinamik dan reflektif yang berupaya memantau dan memperbaiki amalan mereka serta boleh mengaplikasi pengetahuan praktikal, teori pendidikan, penyelidikan dan pengetahuan Sains untuk menyelesaikan masalah yang berkaitan dengan bidang pendidikan sains.

The goal of the Master's Program in Science Education with Information Technology is to produce dynamic and reflective graduates who are able to monitor and improve their practice and who can apply practical knowledge, educational theory, research and science knowledge to solve problems related to the field of science education.

5. 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*
PLO 1	Menganalisis dan mensintesis pengetahuan lanjutan secara kritis dan hasil dari penyelidikan yang berkaitan dengan pengajaran dan pembelajaran Sains dalam menghadapi cabaran kurikulum yang dinamik *Critically analyze and synthesize advanced knowledge and research results related to science teaching and learning in the face of dynamic curriculum challenges.*
PLO 2	Menilai senario baharu dalam Pendidikan Sains dan menyelesaikan isu secara inovatif dengan mempamerkan penguasaan pengetahuan, serta penggabungjalinan teknik analitikal dan numerasi. *Evaluate new scenarios in science education and solve issues innovatively by demonstrating mastery of knowledge, as well as combining analytical and numerical techniques.*
PLO 3	Mengorganisasi dan melaksanakan penyelidikan berasaskan-hasil dengan mengaplikasikan pelbagai teknik termasuk teknologi digital untuk memperkukuhkan pengetahuan dan amalan dalam pengajaran dan pembelajaran sains. *Organize and implement results-based research by apllying various techniques including digital technology to strengthen knowledge and practice in science teaching and learning.*
PLO 4	Mengadaptasi gaya kepimpinan yang sesuai dan mempamerkan tanggungjawab dan autonomi dalam persekitaran Pendidikan sains terkini yang dinamik. *Adapts and appropriate leadership style and exhibits responsibility and autonomy in a dynamic modern science education environment.*

PLO 5	Komitmen melaksanakan tugas sama ada secara individu atau dalam pasukan multidisiplin dengan menggunakan kemahiran komunikasi dan interpersonal yang baik dalam persekitaran dan organisasi pendidikan Sains *Commitment to perform tasks either individually or in a multidisciplinary team by using good communication and interpersonal skills in educational environment and organization of science.*
PLO 6	Memenuhi standard pengajaran professional dan penyelidikan dalam meningkatkan imej profession pendidik sains setiap masa. *Meet the standards of professional teaching and research in improving the image of the profession of science educators at all times.*
PLO 7	Mempamerkan sikap positif dan komitmen terhadap pembelajaran sepanjang hayat dengan mempunyai pemikiran keusahawanan bagi memenuhi keperluan perubahan dunia pendidikan Sains dan kemajuan profesional *Exhibit a positive attitude and commitment to life-long learning with an entrepreneurial mind-set in response to the needs and professional advancement in the field of Educational Leadership and Management.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi dua puluh lapan (28) kredit bagi kursus teras, tiga (3) kredit elektif dan dua belas (12) 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-three (43) credit that involves twenty-eight (28) credit of core courses, three (3) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4	kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12	kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQC7005	Teori dan Penyelidikan dalam Kurikulum Sains *Theory and Research in Science Curriculum*	3	kredit *credits*
PQC7006	Isu kontemporari Pendidikan Sains dalam Era Teknologi Terkini Contemporary Issues in Science Education in the Current Technology Era	3	kredit *credits*
PQC7007	Kognisi dalam Pembelajaran Sains *Cognition in Learning Science*	3	kredit *credits*
PQC7008	Multimedia dalam Pengajaran Sains *Multimedia in Science Teaching*	3	kredit *credits*
PQC7009	Transformasi Pentaksiran dalam Pendidikan Sains *Assessment Transformation in Science Education*	3	kredit *credits*
PQC7010	Pendidikan STEM *STEM Education*	3	kredit *credits*

Kursus Elektif (Pilih 1) / *Elective Courses (Select 1)*

PQC7011	Evolusi Pengajaran dan Pembelajaran Sains *Evolution of Science Teaching and Learning*	3	kredit *credits*
PQC7012	Kemampanan dan Kelestarian melalui Pendidikan Alam Sekitar *Sustainable and Sustainability through Environmental Education*	3	kredit *credits*
PQC7013	Reka Bentuk Inovatif bahan pengajaran dan Pembelajaran Sains untuk Penyelidikan *Innovative Design of Teaching and Learning Science Material for Research*	3	kredit *credits*
PQC7014	Trend Penyelidikan dalam Pendidikan Sains *Research Trends in Science Education*	3	kredit *credits*
PQC7015	Amalan Pengajaran Berasaskan Bukti dalam Pendidikan Sains *Evidence-Based Teaching Practices in Science Education*	3	kredit *credits*
PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for research in education*	3	kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN SAINS DENGAN TEKNOLOGI MAKLUMAT
MASTER OF SCIENCE EDUCATION WITH INFORMATION TECHNOLOGY

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Teras**	POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX 7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
					POX 7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Kursus Teras Disiplin	PQC 7005	Teori dan Penyelidikan dalam Kurikulum Sains *Theory and Research in Science Curriculum*	3	PQC 7010	Pendidikan STEM *STEM Education*	3			
		PQC 7007	Kognisi dalam Pembelajaran Sains *Cognition in Learning Science*	3						
		PQC 7008	Multimedia dalam Pengajaran Sains *Multimedia in Science Teaching*	3						
	Kursus Elektif (pilih 1 daripada 6 kursus)	PQC 7011	Evolusi Pengajaran dan Pembelajaran Sains *Evolution of Science Teaching and Learning*	3	PQC 7014	Trend Penyelidikan dalam Pendidikan Sains *Research Trends in Science Education*	3			
		PQC7012	Kemampanan dan Kelestarian melalui Pendidikan Alam Sekitar *Sustainable and Sustainability through Environmental Education*	3	PQC 7015	Amalan Pengajaran Berasaskan Bukti dalam Pendidikan Sains *Evidence-Based Teaching Practices in Science Education*	3			
		PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics For Research In Education*	3	PQC7013	Reka bentuk Inovatif bahan pengajaran dan Pembelajaran Sains untuk Penyelidikan *Innovative Design of Teaching and Learning Science Material for Research*	3			
	Kertas Projek				PQX 7002	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			**15**			**16**			

Tahun	Komponen	Semester I			Semester II		Semester III			
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**Kursus Teras**									
	Kursus Teras Disiplin	PQC 7006	Isu kontemporari Pendidikan Sains dalam Era Teknologi Terkini *Contemporary Issues in Science Education in the Current Technology Era*	3						
		PQC 7009	Transformasi Pentaksiran dalam Pendidikan Sains *Assessment Transformation in Science Education*	3						
	Kursus Elektif									
	Kertas Projek	PQX 7002	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			**12**						
	Jumlah Kredit Keseluruhan			**43**						

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN SAINS DENGAN TEKNOLOGI MAKLUMAT
MASTER OF SCIENCE EDUCATION WITH INFORMATION TECHNOLOGY

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Teras**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
	Kursus Teras Disiplin	PQC7005	Teori dan Penyelidikan dalam Kurikulum Sains *Theory and Research in Science Curriculum*	3	PQC7010	Pendidikan STEM *STEM Education*	3			
	Kursus Elektif (pilih 1 daripada 6 kursus)	PQC7011	Evolusi Pengajaran dan Pembelajaran Sains *Evolution of Science Teaching and Learning*	3	PQC7014	Trend Penyelidikan dalam Pendidikan Sains *Research Trends in Science Education*	3			
		PQC7012	Kemampanan dan Kelestarian melalui Pendidikan Alam Sekitar *Sustainable and Sustainability through Environmental Education*	3	PQC7013	Reka bentuk Inovatif bahan pengajaran dan Pembelajaran Sains untuk Penyelidikan *Innovative Design of Teaching and Learning Science Material for Research*	3			
		PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics For Research In Education*	3	PQC 7015	Amalan Pengajaran Berasaskan Bukti dalam Pendidikan Sains *Evidence-Based Teaching Practices in Science Education*	3			
	Kertas Projek									
	Jumlah Kredit			**6**			**9**			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**Kursus Teras**				POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Kursus Teras Disiplin	PQC7007	Kognisi dalam Pembelajaran Sains *Cognition in Learning Science*	3						
		PQC7006	Isu kontemporari Pendidikan Sains dalam Era Teknologi Terkini *Contemporary Issues in Science Education in the Current Technology Era*	3						
		PQC7008	Multimedia dalam Pengajaran Sains *Multimedia in Science Teaching*	3						
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			**9**			**10**			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
3	**Kursus Teras**									
	Kursus Teras Disiplin	PQC7009	Transformasi Pentaksiran dalam Pendidikan Sains *Assessment Transformation in Science Education*	3						
	Kursus Elektif									
	Projek Penyelidikan	PQX7010	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			**9**						
	Jumlah Kredit Keseluruhan			**43**						

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

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

3. **Ketetapan Bidang Penyelidikan / *Determination of Research Areas***
Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.
Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.

Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan

keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all*

formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQC7005 Teori dan Penyelidikan dalam Kurikulum Sains (3 kredit)
Theory and Research in Science Curriculum (3 credits)

Sinopsis /Synopsis:

Tujuan kursus ini merangkumi penilaian secara kritis pelbagai aspek dalam perkembangan kurikulum sains di Malaysia dan aspek berkaitan visi pendidikan negara kita. Rekabentuk, pelaksanaan dan penilaian kurikulum sains juga akan di bandingkan dengan pelbagai negara. Pelajar akan turut didedahkan kepada teori berkaitan pembangunan kurikulum dan kemahiran lain yang di perlukan dalam dunia yang kompleks dan saling berhubung, seperti kemahiran abad ke -21 dan IR 4.0. Fokus akan di berikan kepada rekabentuk instruksi dan kepentingannya.

The purpose of this course is to critically evaluate various aspects of the development of the science curriculum in Malaysia and aspects related to our country's educational vision. The design, implementation and evaluation of the science curriculum will also be compared across countries. Students will also be exposed to theories related to curriculum development and other skills needed in a complex and interconnected world, such as 21st century skills and IR 4.0. Focus will be given to the design of instruction and its importance.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bill Boyle, Marie Charles (2016). *Curriculum development: A guide for educators. Thousand Oaks, Ca: Sage Publications.*
- Judson, E., Hayes, K. N., & Glassmeyer, K. (2020). *What influences development of science content standards?. Science Education, 104(1), 50-74.*
- Keeley, P., & Tugel, J. (2019). *Science curriculum topic study: Bridging the gap between three-dimensional standards, research, and practice. Thousand Oaks, Ca: Sage Publications*.
- Morales-Doyle, D., & Frausto, A. (2020). *Youth participatory science: a grassroots science curriculum framework. Educational Action Research, 1-19.*
- Wiles, J.W. & Bondi, J. C. (2015). *Curriculum Development: A Guide to Practice*. NY: Pearson.

PQC7006 Isu Kontemporari Pendidikan Sains Dalam Era Teknologi Terkini (3 kredit)
Contemporary Issues in Science Education in the Current Technology Era (3 credits)

Sinopsis /Synopsis:

Kursus ini akan meneliti isu kontemporari yang mempengaruhi pendidikan sains dalam era teknologi terkini. 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 isu kontempori dalam pendidikan sains nasional dan antarabangsa. Pelajar juga berpeluang untuk membentuk pemahaman terhadap isu kontemporari dalam konteks teknologi terkini dan kesannya keatas persekitaran pembelajaran sains. Melalui kursus ini, diharapkan dapat melahirkan pendidik sains yang dapat memenuhi pengajaran profesional dalam meningkatkan imej profesion setiap masa.

This course will view the contemporary issues that affect science education in relation to the present of current technologies. Various strategies will be used in helping and develop best practices that are able to overcome the challenges encountered from contemporary issues related with science education. This course will also focus on the contemporary issues in science education nationally and internationally. Students could

understand the contemporary issues in the context of the present technology and its effects towards the science learning environment. Through this course, it hopes to produce science educators that are able to fulfil professional teaching in enhancing the image of the profession at all times.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Rushton, E. A. C. (2021). *Science education and teacher professional development: Combining learning with research*. Springer
- Keeley, P. D. & Tugel, J. (2019). *Science curriculum topic study: Bridging the gap between three-dimensional standards, research, and practice* (2nd Edn). Sage
- Gregson, R. & Doidge, N. (2018). *Connecting with science education*. Oxford University Press
- Harlen, W. & Qualter, A. (2018). *The teaching of science in primary schools*. Taylor & Francis
- Fung, D. (2017). *A connected curriculum for higher education*. UCL Press
- Taber, K. S. & Akpan, B. (2017). *Science education: An international course companion*. Sense Publishers
- O'Donoghue, T. (2016). *Understanding contemporary education: Key themes and issues*. Taylor & Francis
- Pinar, W. (2013). *International handbook of curriculum research* (2nd. Edn). Routledge
- Fraser, B.J., Tobin, K, & McRobbie, C.J. (2012). *Second international handbook of science education*. Springer
- Zeidler, D. & Tobin, K. (2009). *Contemporary trends and issues in science education*. Springer

PQC7007 Kognisi dalam Pembelajaran Sains (3 kredit)
Cognition in Learning Science (3 credits)

Sinopsis /Synopsis:

Kursus ini memberi tumpuan dari permulaan hingga penemuan terkini teori pembelajaran yang berpengaruh seperti kognitivisme, konstruktivisme dan teori berasaskan minda. Teori ini berkaitan dengan bagaimana orang belajar dan implikasinya terhadap pengajaran sains. Kursus ini juga memainkan peranan untuk membina latar belakang teori yang kukuh dan akan memberi input penting tentang asas teori dan prinsip sains terperinci dalam pendidikan sains. Pengalaman kumulatif bagi pelajar termasuklah kajian empirikal berasaskan kognisi dalam suasana bilik darjah.

This course focuses on the early beginnings to the latest findings of influential learning theories such as cognitivism, constructivism, and brain-based theories. These theories relate to how people learn and its implications to science teaching. This course will also serve as an enriching theoretical background and will provide important insights on theoretical underpinnings and specific principles in science research education. The culminating experience for the students will include an empirical study of cognition in a classroom setting.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bates, B. (2019). *Learning Theories Simplified... and how to apply them to teaching* (2 nd. Ed.) Sage Publication.

- Harasim, L. (2017). *Learning Theory and Online Technologies*. Taylor and Francis Ltd.
- Ravitch, S.M. & Riggan, J.M. (2016). *Reason & Rigor: How Conceptual Frameworks Guide Research* (2nd. Ed.) SAGE.
- Schunk, D. H. (2019). *Learning Theories: An Educational Perspective* (8 th. Ed.), New York, NY: Pearson.
- Willis, J. & McTinghe, J. (2019). *Upgrading Your Teaching: Understanding by Design meets Neuroscience*. ASCD.

PQC7008 Multimedia dalam Pengajaran Sains (3 kredit)
Multimedia in Science Teaching (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memberi pengalaman kepada pelajar membangunkan perisian multimedia dalam pengajaran sains 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 experience in developing multimedia software in science teaching based on a combination of theory and technical skills that have been touched on 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 akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Johnson, M. J. (2021). *Books and Social Media: How the Digital Age is Shaping the Printed Word. Routledge (ISBN 9781032001357).*
- Ciampa, R. (2020). *YouTube Channels For Dummies (2nd Edition). For Dummies (ISBN 978-1119688051).*
- Zhadko, O. & Ko, S. (2020). *Best Practices in Designing Courses with Open Educational Resources. Routledge(ISBN 9780367140694*).
- Bennett, R., & Kent, M. (2017). *Massive Open Online Courses and Higher Education: What Went Right, What Went Wrong and Where to Next?. Routledge (ISBN 978-1472481986).*
- 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*.

PQC7009 Transformasi Pentaksiran dalam Pendidikan Sains (3 kredit)
Assessment Transformation in Science Education (3 credits)

Sinopsis /Synopsis:

Kursus ini membincangkan teori dan prinsip pentaksiran dalam pendidikan sains serta menganalisis secara kritis objektif, kaedah, strategi dan konstruk pentaksiran dalam kurikulum sains. Kursus ini menyediakan pengetahuan yang sesuai untuk merekabentuk proses pentaksiran yang mencabar, sahih, boleh dipercayai dan menarik. Akhirnya, kursus ini akan memberi pelajar kemahiran untuk menyampaikan komen yang tepat, sah dan sesuai untuk membantu, menjustifikasikan dan melibatkan pihak yang berkaitan dalam menggunakan data untuk

meningkatkan prestasi.
This course discusses the theory and principles of assessment in science education and analyses critically the objectives, method, strategies, and construct of assessment in the science curriculum. This course provides appropriate knowledge to design challenging, authentic, reliable, and engaging processes of assessment. Finally, the course would equip students with the skills to communicate accurate, valid, and applicable comments to help, justify and engage relevant parties in using the data to enhance performance.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bonner, S.M. & Chen, P.P. (2019). *Systematic Classroom Assessment: An Apporach for Learning and Self-regulation. Routledge.*
- McMillan, J.H. & Brookhart, S.M. (2019). *Classroom Assessment and Educational Measurement*. Routledge.
- Moss, C.M. & Brookhart, S.M. (2019). *Advancing Formative Assessment in Every classroom: A guide for Instructional Leaders* (2nd. Ed.) ASCD.
- Pearsall, G. (2018). Fast and Effective Assessment: How to reduce your workload and Improve Student learning. Association for Supervision and Curriculum.
- Popham, W. J. (2018). *Classroom Assessment: What Teachers Need to Know* (8th Ed.) Pearson.
- Brookhart, S.M. (2011). *How to Assess Higher-order Thinking Skills in your Classroom. Alexandria*, Virginia: ASCD.

PQC7010 Pendidikan STEM (3 kredit)
STEM Education (3 credits)

Sinopsis /Synopsis:

Pelajar akan mengembangkan pemahaman mengenai teori, konsep dan isu-isu kontemporari dalam Pendidikan STEM, konteks dan sistem, tempatan, global dan merupakan perbahasan teori dan profesional utama dalam pendidikan STEM seperti yang terdapat dalam penyelidikan kontemporari. Belajar mengenai teknologi digital yang penting untuk penglibatan dalam bidang STEM. Pelajar akan terlibat dengan pedagogi inovatif untuk menjalankan kelas STEM yang merangkumi peringkat sekolah rendah, menengah dan pengajian tinggi. Dengan menggunakan pengetahuan, kemahiran dan kemampuan yang dikembangkan sepanjang kursus, pelajar akan mengkaji secara kritikal penggunaan elemen-elemen ini dalam *setting* STEM kontemporari sehingga meningkatkan peluang anda untuk terlibat dalam amalan STEM yang autentik sebagai seorang pendidik. Kursus ini ditujukan untuk pendidik yang ingin mempraktikkan atau memperluas kemampuan mereka sebagai pendidik sains, teknologi, kejuruteraan, matematik (STEM). Ini akan meningkatkan keupayaan anda untuk memimpin dan menyokong pendidikan STEM yang berkualiti dan memberi inspirasi kepada penglibatan pelajar anda dengan disiplin STEM. Pelajar akan mengembangkan pemahaman yang baik tentang konsep dan isu-isu kontemporari dalam pendidikan, konteks dan sistem STEM, tempatan dan global, dan perbahasan teori dan profesional utama dalam pendidikan STEM seperti yang terdapat dalam penyelidikan kontemporari.

Students will develop an understanding of the UNDERPINNING theory, concepts and contemporary issues in STEM education, contexts and systems, locally, globally and of the major theoretical and professional debates in STEM education as located within contemporary research. Learn about the digital technologies essential to engagement in STEM fields. Students will engage with innovative pedagogies to conduct a STEM class which include primary, secondary and tertiary level. Utilising the knowledge, skills and capabilities developed throughout the course, students will critically examine the use of these elements in contemporary STEM settings thus enhancing your opportunities to engage in authentic STEM practices as an educator. This course is intended for educators who wish to practise or extend their capacity as a science, technology, engineering, mathematics (STEM) educator. It will build your capacity to lead and support quality STEM education and inspire your students' engagement with STEM disciplines. Students will develop a sound understanding of concepts and contemporary

issues in STEM education, contexts and systems, locally and globally, and of the major theoretical and professional debates in STEM education as located within contemporary research.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bybee, R.W. (2018). *STEM Education Now More Than Ever , NSTApress*
- Johnson, C.C., Mohr-Schroader, Moore, T.J. & English, L.D.(eds). (2018). *Handbook of Research on STEM Education, Routledge.*
- Jolly, A. (2016). *STEM by Design, an eye opener.*
- Kafai, Y.B. (2006). *Constructionism. In: Sawyer, R.K. (ed.) The Cambridge Handbook of the Learning Sciences, Cambridge University Press, New York*.
- Bybee, R.W. (2013*). The Case for STEM Education: Challenges and Opportunities, NSTApress.*
- Idit Harel, Seymour Papert, (1991). *Constructionism: research reports and essays, 1985-1990, Media Laboratory*

KURSUS ELEKTIF (PILIH 1 DARIPADA 6 KURSUS)
ELECTIVE COURSES (CHOOSE 1 FROM 6 COURSES)

PQC7011 Evolusi Pengajaran dan Pembelajaran Sains (3 kredit)
Evolution of Science Teaching and Learning (3 credits)

Sinopsis /Synopsis:

Kursus ini memberi tumpuan kepada model dan kaedah pengajaran dan pembelajaran (PdP) yang terkini dalam Pendidikan sains seperti model pengajaran 5E, pembelajaran berasaskan masalah (PBL), pembelajaran berasaskan inquiri (IBSE), pembelajaran berasaskan teknologi, kaedah pengajaran neurosains, aktiviti nanosains serta membincangkan bagaimana implikasinya kepada Pendidikan Sains. Kursus ini juga membincangkan evolusi pendekatan pengajaran dan pembelajaran dalam pendidikan Sains. Selain itu, kursus ini akan membincangkan teori-teori di sebalik pembinaan model dan kaedah-kaedah pengajaran dan pembelajaran ini dalam Pendidikan Sains. Pelajar juga dapat meningkatkan amalan profesionalisme dalam mengaplikasikan kaedah-kaedah PdP Sains yang terkini di dalam bilik darjah.
This course focuses on the current teaching and learning (PdP) models and methods in Science Education such as 5E learning cycle, problem-based learning (PBL), inquiry-based learning (IBSE), technology-based learning, neuroscience strategies, nanoscience activities and discusses its implications on Science Education. This course also discuss the evolution of the teaching and learning approach in science education. Furthermore, this course will discuss the theories behind the development of these models and teaching and learning methods in Science Education. Students can also enhance the practice of professionalism in applying the current teaching methods in the classroom.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Feather, J. L., & Aznar, M. F. (2018). *Nanoscience education, workforce training, and K-12 resources*. CRC Press.
- Feather, J. L., & Aznar, M. F. (2018). Nanoscience education, workforce training, and K-12 resources. CRC Press.
- Taber, K. S., & Akpan, B. (Eds.). (2016). Science education: An international course companion. Springer.
- Blessinger, P., & Carfora, J. M. (2015). Inquiry-based learning for science, technology, engineering, and math (STEM) programs: A conceptual and practical resource for educators. Emerald Group Publishing.
- Lu, J., Bridges, S., & Hmelo-Silver, C. E. (2014). Problem-based learning. Springer.
- Cozolino, L. (2013). *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom (The Norton Series on the Social Neuroscience of Education)*. WW Norton & Company.
- Carew, T. J., & Magsamen, S. H. (2010). Neuroscience and Education: An ideal partnership for producing evidence-based solutions to guide 21th century learning. Neuron, 67(5), 685–688.

PQC7012 Kemampanan dan Kelestarian melalui Pendidikan Alam Sekitar (3 kredit)
Sustainable and Sustainability through Environmental Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan konsep-konsep utama dalam pendidikan, alam sekitar dan kemampanan (EES) sebagai laluan cara untuk memahami isu-isu dan cabaran alam sekitar di peringkat global dan tempatan. Melalui kursus ini pelajar akan mengaplikasi pengetahuan berasaskan penyelidikan untuk menjalankan aktiviti berkaitan kelestarian alam sekitar di institusi mereka. Tumpuan juga akan diberikan kepada strategi dan kaedah pengajaran dalam pendidikan alam sekitar seperti pembelajaran antara disiplin

pemikiran, pengajaran berasaskan masalah, citizen science dan lain lagi. Pelajar juga perlu menjalankan suatu penyelidikan mini tentang isu alam sekitar.

This course aims to introduce key concepts in education, environment and sustainability (EES) as a way of understanding environmental issues and challenges globally and locally. Through this course, students will apply research-based knowledge to conduct environmental-related activities at their institution. Focus will also be placed on teaching strategies and methods in environmental education such as interdisciplinary learning, problem-based teaching, citizen science and more. Students also need to conduct a mini research on environmental issue.
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Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Ferreira, J. G. (2020). Student perceptions of a place-based outdoor environmental education initiative: A case study of the "Kids in Parks" program. *Applied Environmental Education & Communication*, *19*(1), 19-28.
- Krasny, M. E. (2020). *Advancing environmental education practice*. NY: Cornell University Press.
- Marques, R., & Xavier, C. R. (2020). The Challenges and Difficulties of Teachers in the Insertion and Practice of Environmental Education in the School Curriculum. *International Journal on Social and Education Sciences*, *2*(1), 49-56.
- Park, P. D. (2020). *Environmental education and training*. Abingdon, UK:Taylor & Francis.
- Pereira, R. C. S., Dinis, M. A. P., & Gouveia, L. B. (2020). The Use of Mobile Devices in Environmental Education. In *Universities and Sustainable Communities: Meeting the Goals of the Agenda 2030* (pp. 643-649). Springer, Cham.

PQC7013 Reka Bentuk Inovatif Bahan Pengajaran Dan Pembelajaran Sains untuk Penyelidikan (3 kredit)
Innovative Design of Teaching and Learning Science Material for Research (3 credits)

Sinopsis /Synopsis:

Kursus ini mendedahkan pelajar kepada teori yang bersesuaian dalam mereka bentuk bahan pengajaran dan pembelajaran seperti modul, bahan pengajaran kreatif dan lain-lain dalam pembelajaran sains. Kursus ini juga memberi peluang kepada pelajar untuk menghasilkan bahan pengajaran dan pembelajaran yang kreatif dan inovatif dalam pengajaran dan pembelajaran sains. Melalui kursus ini, pelajar dapat meningkatkan amalan profesionalisme dan mengamalkan pembelajaran secara berterusan.
This course focuses on the theories used in developing teaching and learning materials such as modules, models, creative teaching aids and others used in the teaching and learning process of science subjects which include biology, physics and chemistry by applying current technologies. This course also provides opportunities for students to produce innovative and creative teaching and learning materials that can be used in teaching and learning of science. Through this course, students can enhance the practice of professionalism and practise live long learning.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Brown, A. H. & Green, T. D. (2020). *The essentials of instructional design: Connecting fundamental*

principles with process and practice (4th ed.). Routledge.
- Rothwell, W. J., Benscoter, B., King, M., & King, S. B. (2020). *Mastering the instructional design process: A systematic approach* (5th ed.). Wiley
- Yi, A. S. (2019). *100 Easy STEAM Activities: Awesome Hands-On Projects for Aspiring Artists and Engineers*. Page Street Publishing Co.
- Sousa, D. A. & Pilecki, T. J. (2018). *From STEM to STEAM: Brain-compatible strategies and lessons that integrate the arts.* Sage
- Sickel, A. J. & Witzig, S. B. (2017). *Designing and teaching the secondary science methods course: An international perspective.* Sense Publishers
- Felder, R. M. & Brent, R. (2016). *Teaching and learning STEM: A practical guide*. Jossey-Bass- A Wiley Brand

PQC7014 Trend Penyelidikan dalam Pendidikan Sains (3 kredit)
Research Trends in Science Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada sifat, ruang lingkup dan pelbagai aspek penyelidikan dalam pendidikan sains, serta kekuatan dan kelemahan masing-masing. Bidang penyelidikan terkini dalam pendidikan sains akan dikaji, dan kajian kuantitatif dan kualitatif yang dipilih, akan dianalisis secara kritis untuk membolehkan para pelajar mempunyai pemahaman yang lebih mendalam mengenai reka bentuk dan metodologi penyelidikan. Pelajar juga berpeluang menulis kertas konsep berdasarkan masalah kajian yang dikenal pasti.
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 analyzed to enable the students to have a deeper understanding of research designs and methodologies. Students will also have the opportunity to write a conceptual paper based on the research problem identified.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Kumar, R. (2017). Research Methodology, A Step-by-Step Guide for Beginners, 5th Ed, University of Western Australia, Australia
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge

PQC7015 Amalan Pengajaran Berasaskan Bukti Dalam Pendidikan Sains (3 kredit)
Evidence-Based Teaching Practices in Science Education (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mengkaji konsep amalan pengajaran berasaskan bukti. Topik yang akan dibincangkan termasuk definisi, proses dan aplikasi amalan pengajaran berasaskan bukti dalam pengajaran sains. Konsep seperti

interleaving, dual coding, spaced practice, elaboration, retrieval practices dan sebagainya akan dibincangkan. Pelajar dapat meningkatkan kemahiran dalam mencari bukti dan menentukan kualiti bukti dengan menggunakan literatur secara kritikal. Pelajar juga dikehendaki menyediakan laporan / pembentangan untuk memberi cadangan berdasarkan bukti dalam pengajaran sains.
This course will examine the concept of evidence-based teaching practice. Topics will include the definitions, processes and applications of evidence-based practices in relation to science teaching. Concepts like interleaving, dual coding, spaced practice, elaboration, retrieval practices and more would be discussed. Students will develop skills in searching for evidence and determining the quality of evidence using critical appraisal of literature. Students are also required to prepare reports/presentation to provide recommendations for effective science teaching based on evidence.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bell, M. (2020). *The Fundamentals of Teaching. Routledge.*
- Muijs, D. & Reynolds, D. (2017). *Effective Teaching: Evidence and Practice (4th. Ed.). Sage Publications.*
- Ormrod, J.E. (2017). *How we Think and Learn*. Cambridge University Press.
- Stevens-Fulbrook, P. (2020). *Evidence Based Practice in Education: Teaching Strategies for the Reflective Teacher. Paul-Stevens-Fulbrook*.
- Taber, K. S. (2007). *Classroom-based Practice and Evidence-based Practice: A guide for Teachers.* SAGE
- Weinstein, Y. & Sumeracki, M. (2019). *Understanding How We Learn: A visual Guide.* Routledge.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y.P.(2020) *Mastering Research Statistics, 2nd Edition. Kuala Lumpur: McGraw Hill*
- Lomax,R.& Vaughn D.L.(2020). *An introduction to statistical concepts. 4th edition. New York: Routledge.*
- Bluman, A.G. (2019*). Elementary statistics: A step by step approach (9th edition). New York: McGraw Hill.*
- Christopher, A.N. (2016). *Interpreting and Using Statistics in Psychological Research. London*: SAGE Publications.
- Field, A. (2013*). Discovering statistics using SPSS. London: SAGE Publication*.
- Lind, D., Marchal, W., & Wathen, S. (2011). *Basic Statistics for Business & Economics. New York: McGraw Hill.*

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. . Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Program/ *Programme*	:	**Sarjana Pendidikan Matematik dengan Teknologi** ***Master of Mathematics Education with Technology***
Kod Program / *Programme code*	:	**PQD**
Mod Program / *Programme mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Matematik dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree in the field of Science with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   vi. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
   Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   vii. Kelayakan Mengajar yang diiktiraf universiti atau,
   Teaching qualification recognised by the university or,

   viii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
   Teaching experience in an institution recognised by the Senate or,

   ix. Kelayakan profesional dari badan profesional yang diikhtiraf atau
   A professional qualification from recognised professional bodies or,

   x. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
   Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

3. Ijazah Sarjana Muda Pendidikan dalam bidang Matematik dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor of Education Degree in the field of Science with CGPA of 2.70 to 2.99 or equivalent

   DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or
ii. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan professional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dalam bidang Matematik dengan PNGK 2.50 – 2.69 atau setaraf
A Bachelor of Education Degree in the field of Science with CGPA of 2.50 – 2.69 or equivalent

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / Full Time

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	*3 Regular Semesters*
Tempoh Maksimum	:	8 Semester Biasa
Maksimum Period	:	*8 Regular Semesters*

B. Separuh Masa / Part Time

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*
Tempoh Maksimum	:	12 Semester Biasa
Maksimum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Matlamat Program Sarjana Pendidikan Matematik dengan Teknologi adalah untuk menghasilkan graduan dengan pengetahuan dan kemahiran teknologi dalam bidang pendidikan matematik serta penyelidikan, mempunyai nilai integriti, kemahiran kepimpinan, profesionalisme dan tanggungjawab sosial untuk menghadapi persekitaran yang berdaya saing dan dapat menyumbang kepada bidang pendidikan matematik yang seiring dengan pembangunan negara dan global.

The goal of the Master of Mathematics Education program is to produce graduates who have the knowledge and technological skills in the field of mathematics education as well as research, who has integrity, leadership skills, display professionalism and are socially responsible to face a competitive environment and able to contribute to the field of mathematics education in line with national and global development.

5. 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*
PLO 1	Mensintesiskan secara kritis pengetahuan terkini dan pengetahuan yang terbit dari penyelidikan yang berkaitan dengan pengajaran dan pembelajaran matematik berasaskan teknologi yang relevan dengan kurikulum matematik yang inovatif *Critically synthesize the contemporary knowledge from research findings that are related to learning and teaching mathematics with technology that is relevant to the innovative curriculum in mathematics education*
PLO 2	Menilai isu terkini dan menyelesaikan masalah pendidikan matematik berasaskan teknologi secara inovatif dengan menggunakan kemahiran kognitif dan numerikal *Evaluate contemporary issues and innovatively solve technological based mathematics education problems by utilising cognitive and numerical skills*
PLO 3	Melaksanakan penyelidikan berasaskan hasil menggunakan teknologi digital untuk meningkatkan amalan pembelajaran dan pengajaran dalam pendidikan matematik berasaskan teknologi *Implement outcomes-based research using digital technology to enhance practices on learning and teaching in technological based mathematics education*
PLO 4	Mengaplikasikan kemahiran kepimpinan dan mendemonstrasikan tanggungjawab dalam menyelesaikan isu semasa pendidikan matematik berasaskan teknologi *Apply appropriate leadership skills and demonstrate responsibility in solving contemporary issues in technological based mathematics education activities.*
PLO 5	Menyelesaikan tugasan sama ada secara individu atau berpasukan menggunakan komunikasi efektif dan kemahiran interpersonal dalam persekitaran pendidikan matematik berasaskan teknologi *Completing tasks either individually or through multi-disciplinary teams using effective communication and interpersonal skills in all technological based mathematics education settings*
PLO 6	Memenuhi standard penyelidikan dan pengajaran matematik setiap masa dalam meningkatkan profesionalisme pengamal pendidikan matematik *Fulfil technological based mathematics instruction and research standards at all times to improve the professionalism of mathematics educators.*
PLO 7	Mempamerkan sikap yang positif dan komitmen terhadap pembelajaran sepanjang hayat dengan minda keusahawanan dalam dunia pendidikan matematik berasaskan teknologi dan untuk kemajuan profesional *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in the technological based mathematics education field and for professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi dua puluh lima (25) kredit bagi kursus teras, enam (6) kredit elektif dan dua belas (12) 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-three (43) credit that involves twenty-five (25) credit of core courses, six (6)

credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4	kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12	kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQD7001	Pengajaran Algebra dengan Teknologi *Teaching of Algebra with Technology*	3	kredit *credits*
PQD7002	Pengajaran Geometri dengan Teknologi *Teaching of Geometry with Technology*	3	kredit *credits*
PQD7003	Pengajaran Kebarangkalian dan Statistik dengan Teknologi *Teaching of Probability and Statistics with Technology*	3	kredit *credits*
PQD7007	Perkembangan Kurikulum dalam Pendidikan Matematik *Curriculum Development in Mathematics Education*	3	kredit *credits*
PQD7008	Perkembangan Minda Matematik *Develop Mathematical Mindset*	3	kredit *credits*

Kursus Elektif (Pilih 2) / *Elective Courses (Select 2)*

PQD7005	Penyelesaian Masalah Matematik Berasaskan Teknologi *Technology based Mathematical Problem Solving*	3	kredit *credits*
PQD7006	Pengajaran Kalkulus dengan Teknologi *Teaching of Calculus with Technology*	3	kredit *credits*
PQD7009	Pentaksiran dalam Pendidikan Matematik *Assessment in Mathematics Education*	3	kredit *credits*
PQD7010	Trend Penyelidikan Pendidikan Matematik *Mathematics Education Research Trend*	3	kredit *credits*
PQC7008	Multimedia dalam Pengajaran Sains *Multimedia in Science Teaching*	3	kredit *credits*
PQX7007	Analisis Regresi Gunaan *Applied Regression Analysis*	3	kredit *credits*
PQX7008	Kaedah Multivariat *Multivariate Methods*	3	kredit *credits*
PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for research in education*	3	kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN MATEMATIK DENGAN TEKNOLOGI
MASTER OF MATHEMATICS EDUCATION WITH TECHNOLOGY

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Umum**									
	Kursus Teras	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
	Kursus Teras Disiplin	PQD7002	Pengajaran Geometri dengan Teknologi *Teaching of Geometry with Technology*	3	PQD7001	Pengajaran Algebra dengan Teknologi *Teaching of Algebra with Technology*	3			
		PQD7007	Perkembangan Kurikulum dalam Pendidikan Matematik *Curriculum Development in Mathematics Education*	3	PQD7008	Perkembangan Minda Matematik *Develop Mathematical Mindset*	3			
		PQD7003	Pengajaran Kebarangkalian dan Statistik dengan Teknologi *Teaching of Probability and Statistics with Technology*	3						
	Kursus Elektif (pilih SATU)				PQD7006	Pengajaran Kalkulus dengan Teknologi *Teaching of Calculus with Technology*	3			
					PQD7009	Pentaksiran dalam Pendidikan Matematik *Assessment in Mathematics Education*	3			
					PQX7007	Analisis Regresi Gunaan *Applied Regression Analysis*	3			
	Projek Penyelidikan				PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			**12**			**18**			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**Kursus Umum**									
	Kursus Teras	POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4						
	Kursus Teras Disiplin									
	Kursus Elektif (pilih SATU)	PQX7008	Kaedah Multivariat *Multivariate Methods*	3						
		PQD7010	Trend Penyelidikan Pendidikan Matematik *Mathematics Education Research Trend*	3						
		PQD7005	Penyelesaian Masalah Matematik Berasaskan Teknologi *Technology based Mathematical Problem Solving*	3						
		PQC7008	Multimedia dalam Pengajaran Sains *Multimedia in Science Teaching*	3						
		PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics For Research In Education*							
	Projek Penyelidikan	PQX7010	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			**13**						
	Jumlah Kredit Keseluruhan			**43**						

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN MATEMATIK DENGAN TEKNOLOGI
MASTER OF MATHEMATICS EDUCATION WITH TECHNOLOGY

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Umum**									
	Kursus Teras	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
	Kursus Teras Disiplin	PQD7002	Pengajaran Geometri dengan Teknologi *Teaching of Geometry with Technology*	3	PQD7001	Pengajaran Algebra dengan Teknologi *Teaching of Algebra with Technology*	3			
		PQD7007	Perkembangan Kurikulum dalam Pendidikan Matematik *Curriculum Development in Mathematics Education*	3						
	Kursus elektif (pilih SATU)									
	Projek Penyelidikan									
	Jumlah Kredit			**9**			**6**			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**Kursus Umum**									
	Kursus Teras	POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4						
	Kursus Teras Disiplin	PQD7003	Pengajaran Kebarangkalian dan Statistik dengan Teknologi *Teaching of Probability and Statistics with Technology*	3	PQD7008	Perkembangan Minda Matematik *Develop Mathematical Mindset*	3			
	Kursus elektif (pilih SATU)				PQD7006	Pengajaran Kalkulus dengan Teknologi *Teaching of Calculus with Technology*	3			
					PQX7007	Analisis Regresi Gunaan *Applied Regression Analysis*	3			
					PQD7009	Pentaksiran dalam Pendidikan Matematik *Assessment in Mathematics Education*	3			
					PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics For Research In Education*				
	Projek Penyelidikan				PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			**7**			**12**			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
3	**Kursus Umum**									
	Kursus Teras									
	Kursus Teras Disiplin									
	Kursus Elektif (pilih satu)	PQX7008	Kaedah Multivariat *Multivariate Methods*	3						
		PQD7005	Penyelesaian Masalah Matematik Berasaskan Teknologi *Technology based Mathematical Problem Solving*	3						
		PQC7008	Multimedia dalam Pengajaran Sains *Multimedia in Science Teaching*	3						
		PQD7010	Trend Penyelidikan Pendidikan Matematik *Mathematics Education Research Trend*	3						
	Projek Penyelidikan	PQX7010	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			**9**						
	Jumlah Kredit Keseluruhan			**43**						

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

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

3. Ketetapan Bidang Penyelidikan / *Determination of Research Areas*
Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.
Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.

Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan

keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.
This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.*enres, moves, skills, and strategies*. USA: Routledge.

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQD7001 Pengajaran Algebra dengan Teknologi (3 kredit)
Teaching of Algebra with Technology (3 credits)

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 algebra. Pengalaman tersebut akan dijadikan landasan bagi membincangkan tentang pentaksiran dan proses penyelesaian masalah algebra. Teknik pengajaran 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 algebra.
The course offers the opportunity for students to be exposed to the important concept in algebra. In addition, the focus will be on the common errors and learning difficulties faced in the learning of algebra. The experience will be used as the foundation to discuss the assessment and problem solving in algebra. Teaching and learning techniques in teaching algebra at primary and secondary schools will be covered and the design of tasks that involve students using digital technology will be discussed. Issues, challenges and new perspectives on research in algebra will be covered.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Charles, R.I. (2011). *Algebra 1 Common Core*.Pearson: New York.
- Posamentier, A. S., Smith B.S., & Stepelman, J. (2009). *Teaching Secondary Mathematics: Techniques and Enrichment Units,* Eighth Edition. Pearson: New York.
- Doucet, A., Evers, J., Guerra, E., Lopez, D., Soskil, M., Timmers, K., Schwab, K., Schleicher, A. (2018). *Teaching in the Fourth Industrial Revolution*. London: Routledge, https://doi.org/10.4324/9781351035866
- Freiman, V., & Tassell, J. L. (2018). "Leveraging mathematics creativity by using technology: questions, issues, solutions, and innovative paths," in *Creativity and Technology in Mathematics Education*, eds V. Freiman and J. Tassel (Cham: Springer), 3–29.
- Lee, P.Y & Lee, N.H.(2009). *Teaching secondary school mathematics, 2nd edition*. McGraw Hill: Singapore. Milner-Bolotin, M. (2017b). "Technology-supported inquiry in STEM teacher education: Collaboration, challenges and possibilities," in *Digital Tools and Solutions for Inquiry-Based STEM Learning*, eds I. Levin and D. Tsybulsky (Hershey, PA: IGI Global), 252–281.
- Schunk, D.H. (2020). *Learning Theories: An Educational Perspective* (8th Edition). USA: Pearson.
- Suurtamm, C., Thompson, D.R., Kim, R.Y., Moreno, L.D., Sayac, N., Schukajlow, S., Silver, E., Ufer, S., Vos, P. (2016). *Assessment in Mathematics Education*. Switzerland: Springer International Publishing
- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2012). *Elementary and Middle School Mathematics: Teaching Developmentally ,8th Edition*. Pearson: London.
- Usiskin, Z., Peressini, A.L., Marchisotto, E., & Stanley, D. (2002). *Mathematics for High School Teachers-An Advanced Perspective.* Pearson: London.
- Zulnaidi, H & Zakaria, E. (2019). *Teknologi Geogebra dalam Pengajaran Matematik*. Bangi: UKM Press.

PQD7002 Pengajaran Geometri dengan Teknologi (3 kredit)
Teaching of Geometry with Technology (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan pelajar kepada konsep penting dalam pembelajaran geometri. Antara lain, tumpuan akan diberi kepada kesukaran pembelajaran dan kesilapan umum dalam pembelajaran geometri. Pengalaman tersebut akan dijadikan landasan bagi membincangkan tentang pentaksiran dan proses

penyelesaian masalah geometri. Teknik pengajaran geometri 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 geometri.
The course offers the opportunity for students to be exposed to the important concept in geometry. In addition, the focus will be on the common errors and learning difficulties faced in the learning of geometry. The experience will be used as the foundation to discuss the assessment and problem solving in geometry. Teaching and learning techniques in teaching geometry at primary and secondary schools will be covered and the design of tasks that involve students using digital technology will be discussed. Issues, challenges and new perspectives on research in geometry will be covered.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Posamentier, A. S., Smith B.S. (2020). *Teaching Secondary Mathematics: Techniques and Enrichment Units,* World Scientific Publication Company: Singapore.
- Leong, K.E. & Chew, C.M. (2018). Pengajaran Matematik Sekolah Menengah. Kuala Lumpur, KL: AEC Bina Minda Sdn Bhd.
- Goos, M., Vale, C. & Stillman, G. (2017).Teaching secondary school mathematics: research and practice for the 21st century, 2nd Edition. Allen & Unwin: Sydney.
- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2015). *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.
- Larson, R. & Boswell, A. (2007). *Geometry*. McDougal Little: New York.
- Usiskin, Z., Peressini, A.L., Marchisotto, E., & Stanley, D. (2002). *Mathematics for High School Teachers- An Advanced Perspective.* Pearson: London.

PQD7003 Pengajaran Kebarangkalian dan Statistik dengan Teknologi (3 kredit)
Teaching of Probability and Statistics with Technology (3 credits)

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 concept in 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 will be discussed. Issues, challenges and new perspectives on research in probability and statistics will be covered.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- SensePublishers: *Rotterdam, The Netherlands*
- Batanero, C., Chernoff, E. J., Engel, J., Lee, H. S., & Sánchez, E. (2016). *Research on Teaching and Learning Probability*. Springer: New York.
- Jones, G. (Ed.) (2005). *Exploring probability in school: Challenges for teaching and learning.* Springer: New York.
- Ben-Zvi, D., & Garfield, J. (Eds.) (2004). *The challenge of developing statistical literacy, reasoning, and thinking*. Kluwer Academic Publishers: Dordrecht, The Netherlands

PQD7007 Perkembangan Kurikulum dalam Pendidikan Matematik (3 kredit)
Curriculum Development in Mathematics Education (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan pelajar kepada reformasi kurikulum matematik sekolah yang berlaku di Malaysia dari tahun 1950-an hingga kini dari sudut mangkin, fokus, dan cadangan pembelajaran. Pelajar juga akan menganalisis kurikulum matematik sekolah terkini di Malaysia daripada aspek kandungan, pendekatan pengajaran dan pembelajaran serta pentaksiran. Di samping itu, pelajar turut menilai isu kritikal dalam kurikulum matematik sekolah.
The course will expose students to school mathematics curriculum reform in Malaysia from the 1950s to the present from the aspect of catalyst, focus and learning suggestions. Students will also analyse the current school mathematics curriculum in Malaysia from the aspects of content, teaching and learning approches as well as assessment. Finally, students will evaluate the critical issues in school mathematics curriculum.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Boyle & Charles (2016). *Curriculum Development: A Guide to Educators.* SAGE Publications Ltd
- Glatthorn, A.A., Boschee, F., Whitehead, B.M., & Boschee, B. F. (2016). Curriculum Leardership: Strategies for Development and Implementation. Thousand Oaks, CA: Sage.
- 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
- Nik Azis, N. P. (2009). *Nilai dan etika dalam pendidikan matematik*. Kuala Lumpur: Penerbit Universiti Malaya
- Taylor & Richards (2018). *An Introduction to Curriculum Studies.*Taylor and Francis.

PQD7008 Perkembangan Minda Matematik (3 kredit)
Develop Mathematical Mindset (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan pelajar kepada pelbagai konsepsi dan komponen pemikiran matematik seperti penyelesaian maslah, penaakulan, komunikasi, perwakilan dan perkaitan matematik. Selain itu, pelbagai teori

tentang cara manusia belajar berfikir secara matematik dan kesukaran dalam memperkembangkan pemikiran matematik murid akan ditekankan. Teknik pedagogi matematik dalam memperkembangkan pemikiran matematik murid akan dibincangkan. Pelajar akan belajar membina tugasan yang melibatkan penggunaan teknologi dalam memperkembangkan pemikiran matematik murid. Pelajar juga akan belajar membina instrumen yang boleh mentaksir pemikiran matematik murid.
The course will expose students to various conceptions and components of mathematical thinking such as mathematical problem solving, reasoning, communication, representation, and connection. In addition, various theories of how humans learn to think mathematically and difficulties in the development of students' mathematical thinking will be emphasized. Pedagogical techniques in developing students' mathematical thinking will be discussed. Students will learn to design tasks that will involve the use of technology in developing students' mathematical thinking. Students will also learn to design instruments to assess students' mathematical thinking.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Miles, R. H. & Williams, L. A. (2016). *The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them.* Thousand Oaks, CA: Corwin.
- Sammons, L. (2018). *Teaching Students to Communicate Mathematically*. Alexandria, VA: ASCD,
- Sheppard, P. & Gallagher, M. A. (2019*). Strengthening Mathematical Reasoning among Middle School Students with Hidden or Unmet Potential. Lanham, MD: Rowman & Littlefield*.
- Van de Walle (2019). *Primary and Middle Years Mathematics: Teaching Developmentally. Australia: Pearson Education Australia*.
- Yudariah Mohammad Yusof, Roselainy Abdul Rahman & Sabariah Baharun (2020). *A Practical Guide for Developing Mathematical Thinking. Skudai, Johor: Penerbit UTM Press*

KURSUS ELEKTIF (PILIH 2 DARIPADA 7 KURSUS)
ELECTIVE COURSES (CHOOSE 2 FROM 7 COURSES)

PQD7005 Penyelesaian Masalah Matematik Berasaskan Teknologi (3 kredit)
Technology based Mathematical Problem Solving (3 credits)

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 akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Benő Csapó and Joachim Funke. (2017). *The Nature of Problem Solving: Using reasearch to inspire 21st Century Learning. Paris: OECD Publising.*
- Bilstein, R., Libeskind, S & Lott,J. W. (2015*). A Problem-Solving Approach to Mathematics for Elementary School Teachers (12th Edition) US: Pearson*.
- Doucet, A., Evers, J., Guerra, E., Lopez, D., Soskil, M., Timmers, K., Schwab, K., Schleicher, A. (2018). *Teaching in the Fourth Industrial Revolution*. London: Routledge, https://doi.org/10.4324/9781351035866.
- Freiman, V., & Tassell, J. L. (2018). "Leveraging mathematics creativity by using technology: questions, issues, solutions, and innovative paths," in *Creativity and Technology in Mathematics Education*, eds V. Freiman and J. Tassel (Cham: Springer), 3–29.
- Kaur, B., Yeap, B.H. & Kapur,M. (Eds) (2009*). Mathematical Problem Solving: Yearbook 2009. Singapore: World Scientific Publishing Co. Pte. Ltd.*
- Pinar, W.F. (Ed.). (2003). *International handbook of curriculum research. Mahwah, NJ: Lawrence Erlbaum Associates*
- Posementier, A.S & Krulik, S. (2015). Problem-Solving Strategies in Mathematics:From Common Approaches to Exemplary Strategies. Singapore: World Scientific Publishing Co. Pte Ltd.
- Polya, G. (2014). *How to Solve It: A New Aspect of Mathematical Method. Princeton University Press*.
- Schunk, D.H. (2020). *Learning Theories: An Educational Perspective* (8th Edition). USA: Pearson.
- Suurtamm, C., Thompson, D.R., Kim, R.Y., Moreno, L.D., Sayac, N., Schukajlow, S., Silver, E., Ufer, S., Vos, P. (2016). *Assessment in Mathematics Education*. Switzerland: Springer International Publishing.
- Zulnaidi, H & Zakaria, E. (2019). *Teknologi Geogebra dalam Pengajaran Matematik*. Bangi: UKM Press.

PQD7006 Pengajaran Kalkulus dengan Teknologi (3 kredit)
Teaching of Calculus with Technology (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan pelajar kepada konsep penting dalam pembelajaran 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 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 kalkulus.
The course offers the opportunity for students to be exposed to the important concept 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 teaching calculus at primary and secondary schools will be covered and the design of tasks that involve students using digital technology will be discussed. Issues, challenges and new perspectives on research in calculus will be covered.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Posamentier, A.S. & Smith, B. (2020). *Teaching Secondary Mathematics: Techniques and Enrichment Units. World Scientific Publication Company:* Singapore
- Bressoud, D.M. (2019). Calculus Reordered: A History of Big Ideas. Princeton University Press: MA.
- Ong, B.S. & Nuruddin, M. (2019). *Mathematics for Matriculation Semester 1. Kuala Lumpur. Oxford Fajar*.
- Wong, P.W. & Lye, M.S. (2019). *STPM Text Mathematics(T) Calculus Semester 2. Kuala Lumpur. Oxford Fajar.*
- Goos, M., Vale, C. & Stillman, G. (2017).*Teaching secondary school mathematics: research and practice for the 21st century, 2nd Edition. Allen & Unwin: Sydney*.
- Foerster, P. A.(2005). *Calculus: concepts and applications. Berkeley: Key Curriculum Press.*

PQD7009 Pentaksiran dalam Pendidikan Matematik (3 kredit)
Assessment in Mathematics Education (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan pelajar kepada teori dan prinsip pentaksiran serta pentaksiran alternatif dalam pendidikan matematik. Selain itu, pelajar juga akan belajar bagaimana untuk mengaplikasikan pelbagai jenis pentaksiran dalam kelas matematik. Akhir sekali, pelajar akan menilai secara intelek trend masa depan pentaksiran dalam pendidikan matematik.
The course will expose students to various theories and principles of assessment as well as alternative assessment in mathematics education. Apart from that, students will learn how to apply various types of assessment in the mathematics classroom. Lastly, students will evaluate intellectually the future trend of assessment in mathematics education.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ 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
- Bostic, J.D.; Krupa, E. E.& Shih, J.C. (2019). *Assessment in Mathematics Education Contexts: Theoretical Frameworks and New Directions* (Routledge Research in Education) 1st Edition. Routledge.
- Brookhart, S.M. & Nitko, A.J. (2018). *Educational Assessment of Students*, 8th Edition. 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
- McMillan,J.H. (2013). *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction*, 6th Edition. New York: Pearson
- Suurtamm, C., Thompson, D.R., Kim, R.Y., Moreno, L.D., Sayac, N., Schukajlow, S., Silver, E., Ufer, S., Vos, P. (2016). *Assessment in Mathematics Education*. Switzerland: Springer International Publishing.

PQD7010 Trend Penyelidikan Pendidikan Matematik (3 kredit)
Mathematics Education Research Trend (3 credits)

Sinopsis /Synopsis:

Kursus ini ditawarkan khusus bagi pelajar yang akan menjalankan penyelidikan untuk 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 pelbagai rekabentuk kajian dan prosedur untuk mengumpul, menganalisis, dan mentafsir data kualitatif dan kuantitatif dalam penyelidikan pendidikan matematik.

This course is offered specifically for students who will be conducting research for a 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. Specific focus will be given to the understanding of various research designs and procedures namely collection, analysis and interpretation of qualitative and quantitative data in mathematics education research.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Cohen, L., Manion, L. & Morrison, K. (2018). *Research Methods in Education (8th Edition).* New York, NY: Routledge
- Creswell, J. W. & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: Sage Publications.
- Gutierrez, A, Leder, G, & Boero, P. (2016). *The Second Handbook of Research on the Psychology of Mathematics Education*. Rotterdam, The Netherlands: Sense Publishers,
- Johnson, R. B. & Christensen, L. B. (2019). *Educational Research: Quantitative, Qualitative, and Mixed Approaches (7th Edition).* Thousand Oaks, CA: Sage Publications.
- Makar, K., Dole, S., et al. (2016). *Research in Mathematics Education in Australasia 2012-2015*. Singapore: Springer.

PQC7008 Multimedia dalam Pengajaran Sains (3 kredit)
Multimedia in Science Teaching (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memberi pengalaman kepada pelajar membangunkan perisian multimedia dalam pengajaran sains 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 experience in developing multimedia software in science teaching based on a combination of theory and technical skills that have been touched on 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 akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Johnson, M. J. (2021). Books and Social Media: How the Digital Age is Shaping the Printed Word. Routledge (ISBN 9781032001357).
- Ciampa, R. (2020). YouTube Channels For Dummies (2nd Edition). For Dummies (ISBN 978-1119688051).
- Zhadko, O. & Ko, S. (2020). Best Practices in Designing Courses with Open Educational Resources. Routledge(ISBN 9780367140694).
- Bennett, R., & Kent, M. (2017). Massive Open Online Courses and Higher Education: What Went Right, What Went Wrong and Where to Next?. Routledge (ISBN 978-1472481986).
- 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.

PQX7007 Analisis Regresi Gunaan (3 kredit)
Applied Regression Analysis (3 credits)

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. 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, 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 akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ 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 kredit)
Multivariate Methods (3 credits)

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 akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Vaughn D.L. & Lomax, R. (2020). Statistical concepts: A Second course. 5th edition. New York: Routledge.
- Hair, J.F., Babin, B.J., Black, W.C. & Anderson, R.E. (2018) Multivariate Data Analysis, 8th Edition. New Jersey: Pearson Education.
- Wichern, D.W. & Johnson, R.A. (2018). Applied Multivariate Statistical Analysis, 6th Edition. New Jersey: Pearson.
- Vaughn D.L. (2016) Applied Multivariate Statistical Concepts. New York: Routledge.
- Keenan, A.P., & Stevens, J.P. (2015). Applied Multivariate Statistics for the Social Sciences, 6th Edition. London: Routledge.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y.P. (2020) Mastering Research Statistics, 2nd Edition. Kuala Lumpur: McGraw Hill
- Lomax, R. & Vaughn D. L. (2020). An introduction to statistical concepts. 4th edition. New York: Routledge.
- Bluman, A.G. (2019). Elementary statistics: A step by step approach (9th edition). New York: McGraw Hill.
- Christopher, A.N. (2016). Interpreting and Using Statistics in Psychological Research. London: SAGE Publications. Field, A. (2013). Discovering statistics using SPSS. London: SAGE Publication.
- Lind, D., Marchal, W., & Wathen, S. (2011). Basic Statistics for Business & Economics. New York: McGraw Hill.

JABATAN PENDIDIKAN BAHASA & LITERASI

DEPARTMENT OF LANGUAGE & LITERACY EDUCATION

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

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

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

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

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

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC

Syarat Bahasa*/ Language Requirements*

1. Pemohon Warganegara*/ Local Applicant*

Calon tempatan perlu mempunyai sekurang-kurangnya MUET Band 4.
Local candidates must obtain a minimum Band 4 for MUET.

2. Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

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

atau/*or*

(ii) Memperolehi skor minimum sebanyak 576 untuk jumlah berasaskan kertas (PBT), skor sebanyak 232

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

atau/*or*

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

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

Sepenuh Masa / *Full Time*

Tempoh Minimum	:	2 Semester Biasa + 1 Semester Khas
Minimum Period	:	*2 Regular Semesters + 1 Special Semester*
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	*8 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Untuk membangunkan pelajar pascasiswazah yang merupakan pengamal berpengetahuan luas serta bertanggungjawab sosial, penyelidik, dan pemimpin yang mempunyai pengetahuan dan kemahiran yang maju dalam bidang pendidikan Bahasa Inggeris Sebagai Bahasa Kedua.
To develop postgraduates who are well-informed and socially responsible practitioners, researchers and leaders with advanced knowledge and skills in the field of English as a Second Language Education.

5. 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*
PLO 1	Membuat analisis dan sintesis yang kritis terhadap pengetahuan lanjutan tentang konsep, teori, kaedah, dan amalan khusus dalam bidang Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua dalam mendepani cabaran kurikulum yang dinamik. *Critically analyse and synthesise advanced knowledge on specialized concepts, theories, methods, and practice in the field of ESL education in meeting the challenges of a dynamic curriculum.*
PLO 2	Menilai senario baharu dan menyelesaikan isu-isu berkaitan Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua secara inovatif dengan mempamerkan penguasaan pengetahuan menerusi penerapan teknik analisis dan numerasi lanjutan. *Evaluate emerging scenarios and innovatively solve related issues in ESL education demonstrating mastery of knowledge, incorporating advanced analytical and numerical techniques.*
PLO 3	Merancang dan menjalankan penyelidikan berdasarkan hasil pembelajaran menggunakan pelbagai teknik, termasuk teknologi digital untuk memantapkan pengetahuan dan amalan mengenai pengajaran dan pembelajaran dalam bidang Bahasa Inggeris Sebagai Bahasa Kedua. *Organise and conduct outcomes-based research employing various techniques, including digital technology to strengthen the knowledge and practices on teaching and learning in the field of ESL education.*
PLO 4	Menampilkan gaya kepimpinan yang sesuai dan mempamerkan tanggungjawab dan autonomi dalam persekitaran Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua semasa yang baharu dan dinamik. *Adapt suitable leadership styles and demonstrate responsibility and autonomy in emerging and dynamic setting of ESL education.*
PLO 5	Berkomited untuk melaksanakan tugas sama ada secara individu atau secara berpasukan interdisiplin dengan kemahiran berkomunikasi dan interpersonal yang baik dalam semua persekitaran Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua. *Commit to delivering tasks either individually or through multi-disciplinary teams with good communication and interpersonal skills in all ESL education settings.*
PLO 6	Menjunjung profesionalisme dan etika untuk memenuhi standard pengajaran dan penyelidikan profesional bagi meningkatkan imej profesion sepanjang masa. *Uphold professionalism and ethics to fulfil professional teaching and research standards in enhancing the image of the profession at all times.*
PLO 7	Mempamerkan sikap positif dan komitmen dalam pembelajaran sepanjang hayat dengan pemikiran keusahawanan bagi menangani perubahan dunia Pendidikan Bahasa Inggeris Sebagai Bahasa Kedua untuk kemajuan profesional. *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of ESL education and for professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh dua (42) kredit yang merangkumi dua puluh empat (24) kredit bagi

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

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

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

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

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

Penyelidikan / *Research*

PQX7002	Projek Penyelidikan *Research Project*	12 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA
MASTER OF EDUCATION IN ENGLISH AS A SECOND LANGUAGE

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
		PQE7001	Pemerolehan Bahasa Kedua *Second Language Acquisition*	3	PQE7004	Analisis Teks dan Wacana *Text and Discourse Analysis*	3			
		PQE7006	Pendidikan untuk Guru Bahasa Kedua *Second Language Teacher Education*	3	PQE7016	Seminar Penyelidikan dalam Pendidikan Bahasa Inggeris *Research Seminar in English Language Education*				
		PQE7013	Perspektif Sosiolinguistik dalam Kelas Bahasa *Sociolinguistics Perspectives on Language Classroom*	3						
		PQE7015	Prinsip dan Amalan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua *Principles and Practice in Teaching English as a Second Language*	3						
	Kursus Elektif (pilih 6 daripada 10 kursus)	PQE7018	Sastera dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua *Literature in Teaching English as a Second Language*	3	PQE7019	Bacaan dan Penulisan: Teori dan Amalan *Reading and Writing: Theory and Practice*	3			
		PQE7017	Penulisan Akademik dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua *Academic Writing in Teaching English as a Second Language*	3	PQE7014	Mendengar dan Bertutur: Teori dan Amalan *Listening and Speaking: Theory and Practice*	3			
		PQE7011	Pengukuran Untuk Bahasa Kedua *Second Language Assessment*	3	PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3			
	Kertas Projek				PQX7010	Projek Penyelidikan (P) / *Research Project (P)*	6	PQX7010	Projek Penyelidikan (P) / *Research Project (P)*	6
	Jumlah Kredit	**12**			**22**					

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.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.

Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis /Synopsis:

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

This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data

analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcibing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

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

Sipnosis/Synopsis

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

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

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
Medium of instruction*: English*

Rujukan Utama:
Main references:

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

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

Sinopsis/*Synopsis*

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

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

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
***Medium of instruction**: English*

Rujukan Utama:
Main references:

- Jones, R. (2019). *Discourse analysis*. (2nd Edition). Abingdon: Routledge.
- Flowerdew, J., & Richardson, J. (2017) The Routledge handbook of critical discourse studies. London: Taylor & Francis.
- Johnson, B. (2017). Discourse analysis. (3rd Edition) Oxford: Blackwell

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

Sinopsis/Synopsis

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

This course examines a range of complex issues concerning the professional experience in Second Language Teacher Education with regard to curriculum design and implementation, as well as professional learning. It also explores the context of personal and professional experience in second language learning, teacher training, and teaching with relations to contextual issues such as policies, curricular, university-school partnership, and mentoring, and etc. This course highlights the role of digital technology in second language teacher education and development. In addition, it explores research-informed implications for pedagogy, theory, and research in second language teacher education.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
***Medium of instruction**: English*

Rujukan Utama:
Main references:

- Walsh, S., & Mann, S. (Eds) (2019) *The Routledge Handbook of English Language Teacher Education (First Edition).* Routledge.

- Farrel, T.S.C (Ed.) (2018). *International Perspectives on English Language Teacher Education. Springer*.
- Mercer, S., Gregersen, T. (2020). *Teacher wellbeing. Oxford: Oxford University Press.*

PQE7013 Perspektif Sosiolinguistik dalam Kelas Bahasa (3 kredit)
PQE7013 Sociolinguistics Perspectives on Language Classroom (3 credits)

Sinopsis/*Synopsis*

Matlamat kursus ini adalah untuk membangunkan kesedaran dan memberikan pemahaman yang menyeluruh tentang domain sosiolinguistik yang mempunyai pengaruh yang signifikan terhadap pendekatan dan pemilihan pedagogi dalam bilik darjah serta isu-isu pembelajaran bahasa khasnya yang melibatkan pelajar Bahasa Inggeris sebagai bahasa kedua (PBISBK).

The aim of the course is to develop awareness and provide a comprehensive understanding of the sociolinguistics domains that have a significant influence on the pedagogical approaches and decisions in the language classrooms as well as language learning issues, particularly involving English as a second language (ESL) learners.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
***Medium of instruction**: English*

Rujukan Utama:
Main references:

- Barnard, R. & Hasim, Z. (Eds). (2018). *English medium instruction programmes: perspectives from South East Asian universities. UK, London: Routledge*.
- McKay, S.L. (2017) *Sociolinguistics and Language education. In: Van Deusen-Scholl N., May S. (eds) Second and Foreign Language Education. Encyclopedia of Language and Education (3rd ed.). Springer, Cham.*
- Coulmas, F. (2017). *The Handbook of Sociolinguistics. Blackwell Publishing Ltd.*

PQE7011 Pengukuran Untuk Bahasa Kedua (3 kredit)
PQE7011 Second Language Assessment (3 credits)

Sinopsis/*Synopsis*

Kursus ini menekankan bahan pengukuran yang formal dan tidak formal dalam menyokong Pengajaran Bahasa Inggeris sebagai Bahasa Kedua. Ia memberikan kefahaman mendalam tentang isu-isu yang berkaitan pengukuran bahasa di mana pelajar akan mendalami kefahaman konsep, merekabentuk dan menilai cara dan kaedah pengukuran untuk menyokong pengajaran dan pembelajaran. Pelajar juga akan mengenalpasti impak polisi dalam pengukuran nasional, daerah dan sekolah dan akan mendalami situasi pelajar-pelajar Bahasa Inggeris berkaitan dengan target pengukuran sekolah serta implikasi syarat penilaian terhadap kurikulum dan pelan pelajaran.

This course focuses on formal and informal assessment tools and practices that support the learning of English language among ESL learners. It provides a deep understanding of issues related to the assessment of language where students will involve in understanding concepts, designing and evaluating assessment methods and practices to support teaching and learning. Students will also examine the impact of national, district and school policies about testing and examine the case of English language learners in relation to school assessment targets, and the implications of testing requirements on curriculum and lesson planning.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
***Medium of instruction**: English*

Rujukan Utama:
Main references:

- Aryadoust, Vahid; Raquel, Michelle. (2019). *Quantitative data analysis for language assessment. Volume I, Fundamental technique*. Routledge Research in Language Education.
- Aryadoust, Vahid; Raquel, Michelle. (2019). *Quantitative data analysis for language assessment. Volume II, Fundamental technique.* Routledge Research in Language Education.
- Green, A. (2021). *Exploring language assessment and testing language in action (2nd Edition)*. Routledge.

PQE7014 Mendengar dan Bertutur: Teori dan Amalan (3 kredit)
PQE7014 Listening and Speaking: Theory and Practice (3 credits)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk membangunkan kefahaman peserta mengenai asas teori dalam pengajaran dan pembelajaran kemahiran mendengar dan bertutur dalam bahasa kedua. Kursus dimulakan dengan membangkitkan isu utama dalam pengajaran kemahiran mendengar dan bertutur, termasuklah masalah yang dialami oleh pelajar serta jenis kemahiran dan strategi yang terlibat dalam mendengar dan bertutur. Kursus ini juga membincangkan faktor yang terlibat dalam mendengar dalam bahasa kedua, termasuklah konsep utama seperti proses *top-down* dan *bottom-up* serta kemahiran mikro dalam mendengar. Kursus ini juga meneliti secara kritikal pendekatan semasa dalam pengajaran semasa dalam penagajaran kemahiran mendengar dalam bahasa kedua dan memperkenalkan pembangunan silibus dan bahan mengajar semasa. Kursus ini seterusnya meneroka pengetahuan, kemahiran dan proses yang terlibat dalam kemahiran bertutur dalam bahasa kedua dengan berfokuskan kepada ciri-ciri *pragmalinguistics* seperti kesopanan dan pengurusan perbualan. Kursus ini turut mempertimbangkan implikasi kepada perkembangan kemahiran bertutur dalam bahasa kedua serta mengkaji pendekatan metodologi semasa.

The course aims to develop participants' understanding of the theoretical bases for the teaching of listening and speaking skills in the second language classroom. The course begins by raising key issues in the teaching of listening and speaking skills, including the kinds of problems encountered by L2 learners and the types of skills and strategies involved in listening and speaking. In addition, this course discusses factors involved in L2 listening, involving key concepts such as top-down and bottom-up processes, and in particular focusing on listening micro-skills. The course next critically examines current approaches to teaching listening skills, and introduces some recent developments in syllabus and materials design. The course explores what is involved in L2 speaking in terms of knowledge, skills and processes, and in particular focus on pragmalinguistic features such as politeness and conversational management. The course moves on to consider the implications of digital technology on the teaching, learning, and testing of second language listening and speaking.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
***Medium of instruction**: English*

Rujukan Utama:
Main references:

- Pawlak, Miroslaw. (2017). *Issue in teaching, learning and testing speaking in a second language.* New York: Springer.
- Newton, J.M., & Nation, I.S.P. (2021). Teaching ESL/EFL listening and speaking (2nd Edition). Routledge.
- Newton, J.M., Ferris, D.R., Goh, C.C.M., Grabe, W, Stoller, F.L., and Vandergrift, L. (2018). Teaching English to second language learners in academic contexts - Reading, Writing, Listening and Speaking. New Routledge.

PQE7015 Prinsip dan Amalan dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (3 kredit)
PQE7015 Principles and Practice in Teaching English as a Second Language (3 credits)

Sinopsis/Synopsis

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang aspek-aspek yang berkaitan pengajaran dan pembelajaran bahasa. Pelajar akan didedahkan dengan teori, metodologi serta pelbagai isu yang berkaitan kajian dan amalan dalam pengajaran dan pemerolehan bahasa; meneliti dan mengkaji tentang pelbagai sumbangan dalam penyelidikan yang berhubung pengajaran dan pembelajaran bahasa.
This course provides an overview of teaching English to speakers of other languages with an emphasis on methodology. Through a program of lectures, readings and discussions, we will explore the educational contexts in which English is taught and learned, some methods and materials that teachers have used to teach it, and the links between what teachers and learners do in class and what applied linguistic research tells us about how second languages are learned.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
Medium of instruction*: English*

Rujukan Utama:
Main references:

- Mann, S., & Walsh, S. (2017). *Reflective practice in English language teaching: Research-based principles and practices. Taylor & Francis*.
- Hanks, J. (2017*). Exploratory practice in language teaching: Puzzling about principles and practices. Springer.*
- Cope, B., & Kalantzis, M. (Eds.). (2017). *A pedagogy of multiliteracies: Learning by design. Springer.*

PQE7016 Seminar Penyelidikan dalam Pendidikan Bahasa Inggeris (3 kredit)
PQE7016 Research Seminar in English Language Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini memberi tumpuan kepada prinsip penyelidikan umum dan penggunaan kaedah penyelidikan dalam kajian bahasa. Ia merangkumi keseluruhan proses penyelidikan daripada memilih topik, mencari kesusasteraan berkaitan topik, dan merumuskan soalan penyelidikan, untuk menulis cadangan penyelidikan. Penerokaan metodologi penyelidikan kuantitatif, kualitatif dan kaedah penyelidikan bercampur mengembangkan literasi penyelidikan pelajar untuk memahami laporan penyelidikan dan merancang projek penyelidikan.

This course focuses on general principles of research and the use of research methods in language studies. It covers the whole process of research from choosing a topic, searching the related literature on the topic, and formulating research questions, to writing up research proposals. The exploration of quantitative, qualitative, and mixed-method research methodologies develops students' research literacy to understand research reports and to design research projects.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
Medium of instruction*: English*

Rujukan Utama:
Main references:

- Belcher, W.L. (2019). *Writing Your Journal Article in Twelve Weeks: A guide to academic publishing success*. University of Chicago Press.
- Creswell, J.W. (2017*). Research Design* 5th Edition. London: Sage
- Juliana Othman & Maskanah Mohd Lotfie. (2019). *Research design for language studies.* UM Press.

PQE7017 Penulisan Akademik dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (3 kredit)
PQE7017 Academic Writing in Teaching English as a Second Language (3 hours)

Sinopsis/*Synopsis*

Dalam kursus ini pelajar akan terlibat dalam berikut: penganalisisan ciri-ciri retorik dan linguistik dalam artikel kajian dalam bidang masing-masing; koleksi sumber-sumber akademik untuk rumusan, kritikan dan sintesis, komposisi pelbagai bahagian artikel kajian dan juga dua atau lebih artikel penuh; dan analisis dan 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 able to translate their scholarly activities into written reports that conform to the expectations of the English-speaking academic community.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
***Medium of instruction**: English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic Writing: a handbook for international students. Routledge.*
- Bitchener, J., Storch, N., & Wette, R. (2018). *Teaching writing for academic purposes to multilingual students instructional approaches*. Routledge.
- Bitchener, J. (2018). *A guide to supervising non-native English writers of theses and dissertations focusing on the writing process*. Routledge.

PQE7018 Sastera dalam Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (3 kredit)
PQE7018 Literature in Teaching English as a Second Language (3 credits)

Sinopsis/*Synopsis*

Kursus ini meneroka isu-isu dalam pendidikan kesusasteraan dalam konteks di mana Bahasa Inggeris diajar sebagai bahasa kedua. Ia mengkaji peranan kesusasteraan dalam kurikulum dengan memberi tumpuan kepada bagaimana pengalaman berdasarkan kesusasteraan dapat direka bentuk secara bermakna dan menyenangkan bagi pelajar sambil memupuk perkembangan bahasa dan estetika serta pertumbuhan peribadi. Ia akan meneroka proses bacaan sastera, tanggapan bahasa dan kecekapan sastera dan asas-asas teori dalam pengajaran dan pembelajaran kesusasteraan berasaskan untuk membangunkan amalan tentang pengajaran genre prosa, puisi dan drama. Perkembangan pedagogi pengajaran dan pembelajaran kesusasteraan yang sensitif dan responsif akan dipertimbangkan. Prinsip pengajaran dan pembelajaran kesusasteraan akan diambil dari pengalaman kelas dan juga kajian terkini. Pelajar akan membuat refleksi dan menganalisis bacaan yang berkaitan.

This course explores issues in literature education in contexts where English is taught to speakers of other languages. It examines the role of literature in the curriculum focusing on how literature-based experiences could be personally meaningful and pleasurable for learners while fostering language and aesthetic development as well as personal growth. It will explore the processes of literary reading, the notions of language and literary competence and the theoretical bases on which literature teaching and learning can be based to develop the informed practice of the teaching of the genres of prose, poetry and drama. The development of a context-sensitive and responsive pedagogy of literature teaching and learning will be considered. Principles for the teaching and learning of literature will be culled from classroom experiences as well as recent scholarship. Students will reflect on and analyse relevant readings.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
Medium of instruction*: English*

Rujukan Utama:
Main references:

- Thomas, P. (2018). Approaches to learning and teaching literature in English: a toolkit for international teachers. Cambridge, UK: Cambridge University Press
- Loh, C. E., Choo, S., & Beavis, C. (2018). *Literature education in the Asia-Pacific: policies, practices, and perspectives in global times*. London: Routledge.
- Goodwyn, A., Durrant, C., Reid, L., & Scherff, L. (2018). *International perspectives on the teaching of literature in schools: Global principles and practices*. Oxon, UK: Routledge.

PQE7019 Bacaan dan Penulisan: Teori dan Amalan (3 kredit)
PQE7019 Reading and Writing: Theory and Practice (3 credits)

Sinopsis/*Synopsis*

Kursus ini meneliti penyelidikan mengenai pengajaran membaca dan menulis dalam Bahasa Inggeris sebagai bahasa kedua atau asing. Membaca dan menulis di peringkat sekolah rendah dan menengah, serta di peringkat tertiari akan dipertimbangkan. Tumpuan kursus akan diberikan kepada orientasi teori; kaedah penyelidikan-teori-amalan; dan isu kritikal dan bidang penyelidikan dalam pengajaran atau membaca dan menulis. Implikasi untuk kurikulum, pedagogi dan penilaian akan dipertimbangkan.

The course examines the research on the teaching of reading and writing in English as a second or foreign language. Reading and Writing at the primary and secondary school level, as well as at the tertiary level will be considered. The focus of the course will be on theoretical orientations; research-theory-practice links; and critical issues and researchable areas in the teaching or reading and writing. Implications for curriculum, pedagogy and assessment will be considered.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Inggeris
Medium of instruction*: English*

Rujukan Utama:
Main references:

- Hinkel, E. (2020*). Teaching academic L2 writing practical techniques in vocabulary and grammar (2nd Edition). Routledge*.
- Birch, M. B., & Fulop, S. (2021). *English L2 reading: getting to the bottom. Routledge.*
- Nation, I.S.P, & Macalister, J. (2021). *Teaching ESL/EFL reading & writing (2nd Edition). Routledge.*

PQX7010 Projek Penyelidikan (12kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report

covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Program/ *Programme*	:	**Sarjana Pendidikan Bahasa Arab/** ***Master of Arabic Language Education***
Kod Program/ *Programme Code*	:	**PQF**
Mod Program/ *Programme Mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Bahasa Arab atau Pengajian Islam dengan PNGK 3.00 atau setaraf
   A Bachelor Degree in of Arabic Language or Islamic Studies with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

3. Ijazah Sarjana Muda Pendidikan dalam bidang Bahasa Arab atau Pengajian Islam dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor Degree in of Arabic Language or Islamic Studies with CGPA of 2.70 to 2.99 or equivalent

   DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau

A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan Bahasa Arab atau Pengajian Islam (PNGK 2.50 – 2.69 atau setaraf)
A Bachelor of Education Degree in Arabic Language or Islamic Studies (CGPA of 2.50 – 2.99 or equivalent)

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
vii. *Passed Special Assessment by RoC.*

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

Sepenuh Masa / *Full Time*

Tempoh Minimum	:	2 Semester Biasa + 1 Semester Khas
Minimum Period	:	*2 Regular Semesters + 1 Special Semester*
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	*8 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Untuk membangunkan pelajar pascasiswazah yang merupakan pengamal berpengetahuan luas serta bertanggungjawab sosial, penyelidik, dan pemimpin yang mempunyai pengetahuan dan kemahiran yang maju dalam bidang pendidikan Aahasa Arab.
To develop postgraduates who are well-informed and socially responsible practitioners, researchers and leaders with advanced knowledge and skills in the field of Arabic Language education.

5. 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*
PLO 1	Membuat analisis dan sintesis yang kritis terhadap pengetahuan lanjutan tentang konsep, teori, kaedah, dan amalan khusus dalam bidang Pendidikan Bahasa Arab dalam mendepani cabaran kurikulum yang dinamik. *Critically analyse and synthesise advanced knowledge on specialized concepts, theories, methods, and practice in the field of Education in Arabic Language in meeting the challenges of a dynamic curriculum.*
PLO 2	Menilai senario baharu dan menyelesaikan isu-isu berkaitan Pendidikan Bahasa Arab secara inovatif dengan mempamerkan penguasaan pengetahuan menerusi penerapan teknik analisis dan numerasi lanjutan. *Evaluate emerging scenarios and innovatively solve related issues in Education in Arabic Language demonstrating mastery of knowledge, incorporating advanced analytical and numerical techniques..*
PLO 3	Merancang dan menjalankan penyelidikan berdasarkan hasil pembelajaran menggunakan pelbagai teknik, termasuk teknologi digital untuk memantapkan pengetahuan dan amalan mengenai pengajaran dan pembelajaran dalam bidang Pendidikan Bahasa Arab. *Organise and conduct outcomes-based research employing various techniques, including digital technology to strengthen the knowledge and practices on teaching and learning in the field of Education in Arabic Language.*
PLO 4	Menampilkan gaya kepimpinan yang sesuai dan mempamerkan tanggungjawab dan autonomi dalam persekitaran Pendidikan Bahasa Arab semasa yang baharu dan dinamik. *Adapt suitable leadership styles and demonstrate responsibility and autonomy in emerging and dynamic setting of Education in Arabic Language.*
PLO 5	Berkomited untuk melaksanakan tugas sama ada secara individu atau secara berpasukan interdisiplin dengan kemahiran berkomunikasi dan interpersonal yang baik dalam semua persekitaran Pendidikan Bahasa Arab. *Commit to delivering tasks either individually or through multi-disciplinary teams with good communication and interpersonal skills in all Education in Arabic Language settings.*
PLO 6	Memenuhi standard pengajaran dan penyelidikan profesional dalam meningkatkan imej profesion setiap masa. *Meet professional teaching and research standards in improving the image of the profession at all times.*
PLO 7	Mempamerkan sikap positif dan komitmen dalam pembelajaran sepanjang hayat dengan pemikiran keusahawanan bagi menangani perubahan dunia Pendidikan Bahasa Arab untuk kemajuan professional *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of Education in Arabic Language and for professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh dua (42) kredit yang merangkumi dua belas (12) kredit bagi kursus teras, lapan belas (18) kredit elektif dan dua belas (12) 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 that involves twelve (12) credit of core courses, eighteen (18) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*

POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
PQF7001	*Teori dan Amalan Pengajaran Bahasa Arab* *Theories and Practices in the Teaching of Arabic Language*	3 kredit *credits*
PQF7002	Perkembangan Kurikulum dalam Pendidikan Bahasa Arab *Curriculum Development* in Arabic Language	3 kredit *credits*

Kursus Elektif (Pilih Enam) / *Elective Courses (Select 6)*

PQF7005	Pengajaran Kemahiran Komunikasi Bahasa Arab *Teaching of Arabic Communication Skills*	3 kredit *credits*
PQF7007	Pendidikan Literasi Bahasa Arab *Arabic Language Literacy Education*	3 kredit *credits*
PQF7008	Morfologi dan Sintaksis dalam Pendidikan Bahasa Arab *Morphology and Syntax in Arabic Language Education*	3 kredit *credits*
PQF7009	Seminar Penyelidikan dalam Pendidikan Bahasa Arab *Research Seminar in Arabic Language Education*	3 kredit *credits*
POF7010	Pengukuran Dalam Pendidikan Bahasa Arab *Assessment in Arabic Language Education*	3 kredit *credits*
PQF7011	Pendidikan Digital Bahasa Arab *Digital Education in Arabic Language*	3 kredit *credits*
PQF7012	Pendidikan Guru Bahasa Arab *Arabic Language Teachers' Education*	3 kredit *credits*
PQJ7005	Pendidikan Al-Quran dan Tahfiz *Al-Quran and Tahfiz Education*	3 kredit *credits*
PQJ7011	Bahasa Arab untuk Pendidikan Islam *Arabic Language for Islamic Education*	3 kredit *credits*
PQX7009	Penulisan Akademik *Academic Writing*	3 kredit *credits*

Penyelidikan / *Research*

PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN BAHASA ARAB
MASTER OF ARABIC LANGUAGE EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
		PQF7002	Perkembangan Kurikulum Bahasa Arab *Curriculum Development in Arabic Language*	3	PQF7011	Pendidikan Digital Bahasa Arab *Digital Education in Arabic Language*	3			
	Kursus Elektif (pilih 6 daripada 10 kursus)	PQF7008	Morfologi dan Sintaksis dalam Pendidikan Bahasa Arab *Morphology and Syntax in Arabic Language Education*	3	PQF7005	Pengajaran Kemahiran Komunikasi Bahasa Arab *Teaching of Arabic Communication Skills*	3			
		PQF7009	Seminar Penyelidikan dalam Pendidikan Bahasa Arab *Research Seminar in Arabic Language Education*	3	PQF7007	Pendidikan Literasi Bahasa Arab *Arabic Language Literacy Education*	3			
		POF7010	Pengukuran Dalam Pendidikan Bahasa Arab *Assessment in Arabic Language Education*	3	PQF7011	Pendidikan Digital Bahasa Arab *Digital Education in Arabic Language*	3			
		PQF7012	Pendidikan Guru Bahasa Arab *Arabic Language Teachers' Education*	3	PQJ7005	Pendidikan Al-Quran dan Tahfiz *Al-Quran and Tahfiz Education*	3			
		PQJ7011	Bahasa Arab untuk Pendidikan Islam *Arabic Language for Islamic Education*	3						
		PQX7009	Penulisan Akademik *Academic Writing*	3						
	Kertas Projek				PQX7010	Projek Penyelidikan (P) / *Research Project (P)*	6	PQX7010	Projek Penyelidikan (P) / *Research Project (P)*	6
	Jumlah Kredit	**12**			**22**					

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

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

3. **Ketetapan Bidang Penyelidikan / *Determination of Research Areas***
Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.
Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.

Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis /Synopsis:

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

This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data

analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcibing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

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 natures and functions of language in language teaching especially the teaching of Arabic as a second language. It will discuss the theories and concepts of second language teaching to be applied in Arabic language teaching. Students will also be able to discuss current issues particularly related to the development of language ability, teaching approaches and techniques as well as the construction of teaching materials.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Arab dan Bahasa Inggeris
Medium of instruction*: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Brown, H.D. (2017). *Principles of language learning and teaching. San Francisco: Prentice Hall Regent*
- Johnson, K. (2018). *Introduction to foreign language learning and teaching. Longman: London.*
- Toimah, R.A (2019). *Ta'lim al A'rabiah li Ghairi an Natiqin Biha.* ISESCO: Rabat.
- Naif Kharma & Ali Hajjaj (2017). *Al Lughah Al Ajnabiah: Ta'alimuha wa Ta'alluha. A'lam Al Ma'arifah: Kuwait.*

PQF7002 Perkembangan Kurikulum Bahasa Arab (3 kredit)
PQF7002 Curriculum Development in Arabic Language (3 credits)

Sinopsis/Synopsis
Kursus ini mendedahkan teori umum kurikulum. Berdasarkan pemahaman kurikulum, pelajar perlu mengembangkan kurikulum yang disarankan dan membentangkannya. Pelajar mesti menilai kurikulum yang dirancang.
This course exposes the general theory of curriculum. Based on the understanding of curriculum, students are to develop the curriculum suggested and present it. The students are to evaluate the curriculum designed.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Arab dan Bahasa Inggeris
***Medium of instruction**: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Syahin, A.H (2018). *Tasmim manahij*. Kaherah: Kulliyyah Tarbiyyah Damanhur.
- Boyle, B & Charles, M (2019), *Curriculum development: A guide for educators*. Sage Publishing
- Richards, J.S (2016). *Curriculum development in language teaching*. Cambridge: Cambridge University Press

PQF7005 Pengajaran Kemahiran Komunikasi Bahasa Arab (3 kredit)
PQF7005 Teaching of Arabic Communication Skills (3 credits)

Sinopsis/*Synopsis*

Kursus ini menerangkan tentang pengajaran kemahiran mendengar, bertutur, membaca dan menulis dalam bahasa Arab sebagai bahasa kedua. Pelajar akan didedahkan dengan teori, konsep, pendekatan dan peringkat dalam mengajar kemahiran tersebut. Pelajar juga akan membentangkan topik yang berkaitan dengankursus.

This course explains about the teaching of listening, speaking, reading, and writing skills in Arabic as a second language. Students will be exposed to theories, concepts, approaches, and stages in teaching the skills. Students will also present topics related to the course.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
***Assessment Method**: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Arab dan Bahasa Inggeris
***Medium of instruction**: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Shahatah, H. (2017). *Ta'lim al- lughah al- Arabiah*. Kaherah, Dar al Misriyyah al Lubnaniyyah.
- Toimah, R.A (2019). *Ta'lim al A'rabiah li Ghairi an Natiqin Biha*. Rabat: ISESCO.
- Mustafa, M.A. (2014). *Maharat al- Lughah al- Arabiah*. Amman: Aram Studies, Publishing & Distribution House.
- Bygate, M. (2012). *Speaking*. Oxford: Oxford University Press.
- Lynch, T. (2020). *Communication in the language classroom*. Oxford: Oxford University Press.

PQF7007 Pendidikan Literasi Bahasa Arab (3 kredit)
PQF7007 Arabic Literacy Education (3 credits)

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 Arab dan Bahasa Inggeris
Medium of instruction*: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Coiro, J. et al, (2018) *Handbook of research on new literacies. New York: Lawrence Erlbaum.*
- Byrnes & Wasik (2019). *Language and literacy development: What educators need to know. New York: The Guildford Press.*
- Gee (2015). *Literacy and education. UK: Routledge.*
- Hall, Cremin, Comber, & Moll (2017). *International handbook of research on children's literacy, learning and culture. Oxford: Wiley.*

PQF7008 Morfologi dan Sintaksis Dalam Pendidikan Bahasa Arab (3 kredit)
PQF7008 Morphology and Syntax in Arabic Language Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini mendedahkan kepada pelajar tentang konsep-konsep dalam morfologi dan sintaksis Bahasa arab. Ia akan membincangkan secara fungsian untuk diaplikasikan dalam pengajaran bahasa Arab. Pelajar juga akan dapat berpeluang membina bahan pengajaran dalam konteks pengajaran bahasa Arab sebagai bahasa kedua.
This course exposes students to concepts in the morphology and syntax of Arabic. It will discuss the functionality to be applied in the teaching of Arabic. Students will also be able to build teaching materials in the context of teaching Arabic as a second language.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Arab dan Bahasa Inggeris
Medium of instruction*: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Fuad Ni'amat (2019). *Mulakkkhas Qawaid Al Lughah Al Arabiah*. Cairo: Maktab Al Ilmi Lit Taklif wa At Tarjamah.
- Muhammad Al Antaki (2017). *Al Minhaj fil Qawaid wa Al I'rab*. Beirut: Maktabah Darul Syaraf.
- Abduh Rajhi (2015). *Fi Tatbiq An Nahwi wa As Sorfi*. Alexandaria: Dar Al Ma'rifah Al Jamiiyyah.

PQF7009 Seminar Penyelidikan dalam Pendidikan Bahasa Arab (3 kredit)
PQF7009 Research Seminar in Arabic Language Education (3 credits)

Sinopsis/*Synopsis*

Kursus ini memberi tumpuan kepada prinsip penyelidikan umum dan penggunaan kaedah penyelidikan dalam kajian bahasa. Ia merangkumi keseluruhan proses penyelidikan daripada memilih topik, mencari kesusasteraan berkaitan topik, dan merumuskan soalan penyelidikan, untuk menulis cadangan penyelidikan. Penerokaan metodologi penyelidikan kuantitatif, kualitatif dan kaedah penyelidikan bercampur mengembangkan literasi penyelidikan pelajar untuk memahami laporan penyelidikan dan merancang projek penyelidikan.

This course focuses on general principles of research and the use of research methods in language studies. It covers the whole process of research from choosing a topic, searching the related literature on the topic, and formulating research questions, to writing up research proposals. The exploration of quantitative, qualitative, and mixed-method research methodologies develops students' research literacy to understand research reports and to design research projects.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Arab dan Bahasa Inggeris
Medium of instruction*: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Bitchener, J. (2020). *Writing an applied lingusitics thesis or dissertation: A guide to presenting empirical research*. Hampshire, England: Palgrave Macmillan.
- Creswell, J.W. (2019*) Research design* 4th Edition. London: Sage.
- Juliana Othman & Maskanah Mohd Lotfie.(2019). *Research design for language studies.* Kuala Lumpur: UM Press.

PQF7010 Pengukuran Dalam Pendidikan Bahasa Arab (3 kredit)
PQF7010 Evaluation in the Teaching of Arabic Language (3 credits)

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 Arab dan Bahasa Inggeris
Medium of instruction*: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Alderson, J.C., Clapham, C. & Wall, D. (2018*). Language test construction and evaluation. Cambridge: Cambridge University Press.*
- Brown, J.D. (2019). *Testing in language programs*. New Jersey: Prentice Hall Regents.
- Davies, A. (2013). *Principles of language testing*. Oxford: Blackwell.
- Muhammad, M. A. (2016). *Language testing* (Arabic version). Riyadh: University of King Saud Printing.

PQF7011 Pendidikan Digital Bahasa Arab (3 kredit)
PQF7011 Digital Education in Arabic Language (3 credits)

Sinopsis/*Synopsis*

Kursus ini mendedahkan pelajar untuk menerapkan teori dan penggunaan teknologi digital dalam pendidikan Bahasa Arab. Pelajar akan dapat mengenal pasti elemen digital yang berkesan dalam pengajaran dan pembelajaran bahasa Arab.

This course exposes students to the application of the theory and application of digital technology in Arabic language education. Students will be able to identify effective digital elements in the teaching and learning of Arabic.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Arab dan Bahasa Inggeris
Medium of instruction*: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Shengquan Yu, S., Ally, M & Tsinakos, A. (2020). *Emerging technologies and pedagogies in the curriculum*. Springer.
- Hasunah, I. U. (2018) *Info grafik fi ta'lim.* Gazzah: Kuliyyah Tarbiyyah.
- Al-Gharib, I. (2017). *Ta'lim iliktroni min tasnif ila ihtiraf wa jaudah*. Mesir: A'lim Kutub.

PQF7012 Pendidikan Guru Bahasa Arab (3 kredit)
PQF7012 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 Arab dan Bahasa Inggeris
Medium of instruction*: Arabic Language and English Language*

Rujukan Utama:
Main references:

- Hammond, L.D. (2016). *Powerful teacher education*. San Francisco: Jossey-Bass.
- Hammond, L.D. & Bransford. J. (2018). *Preparing teachers for a changing world*. San Francisco: Jossey-Bass.
- Shahatah, H. (2017). *Ta'lim al- Lughah al- Arabiah.* Kaherah: Dar al Misriyyah al Lubnaniyyah.
- Toimah, R.A (2019). *Ta'lim al A'rabiah li Ghairi an Natiqin Biha.* Rabat: ISESCO.
- Mustafa, M.A. (2014). *Maharat al- Lughah al- Arabiah.* Amman: Aram Studies, Publishing & Distribution House

PQJ7005 Pendidikan al Quran dan Tahfiz (3 kredit)
PQJ7005 Al-Quran and Tahfiz 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 dan Tahfiz di Malaysia dan sebagainya. Pelajar juga akan dilatih untuk menganalisis serta mengaplikasikan teori, kaedah serta prinsip pendidikan yang sesuai bagi mengembangkan disiplin Pendidikan al Quran. Perbincangan kursus turut mengambilkira perspektif tradisional dan kontemporari bagi memastikan kerangka falsafah dan praktikal Pendidikan al Quran secara komprehensif.

This course aims to expose students to the philosophy and basic concepts applied in the discipline of Al Quran education. The focus of course discussion covers the evolution of al-Quran education, various components and the knowledge branch of the Al-Quran education discipline, the concept of integration in Al Quran education as

well as issues and trends in the practice of Al-Quran and Tahfiz education in Malaysia and others. Students will also be trained to analyse and apply the appropriate theories, methods and educational principles to expand the discipline of Al Quran Education. The course discussion also takes into account traditional and contemporary perspectives to ensure a comprehensive philosophical and practical framework of Quranic Education.

Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Malaysia, Bahasa Arab dan Bahasa Inggeris
Medium of instruction*: Bahasa Malaysia, Arabic and English*

Rujukan Utama:
Main references:

- Fadzil, A. (2007) *Anatomi al Quran: mengenal ilmu, sejarah & kandungan al-Quran*. Selangor: PTS Publications.
- Boyle, H.N. (2004). *Quranic schools: agents of preservation and change*. New York: Routledge.
- Muhammad Mahmud Abdullah. (2015). *Asalib Tadris al-Quran* (أساليب تدريس القرآن). Riyadh: Dar al-Rayah Lilnasyr wa Tauzi'.
- Ware, R.T. (2014). *The walking Quran: islamic education, embodied knowledge, and history in West Africa.* USA: The University of North Carolina Press.
- *Günther, S. (2020). Knowledge and education in classical islam: religious learning between continuity and change.* Leiden: Brill.

PQJ7011 Bahasa Arab untuk Pendidikan Islam (3 kredit)
PQJ7011 Arabic Language for Islamic Education (3 hours)

Sinopsis/*Synopsis*

Kursus ini akan membincangkan mengenai perspektif Al-Quran yang merupakan sumber pertama dari kepelbagaian ilmu, yang terdiri daripada sains perundangan, ilmu tafsir, feqh, Qiraat dan sebagainya. Justeru daripada kepelbagaian ilmu tersebut lahirlah fundamental ilmu linguistik yang sangat sinonim dari segi retorik, penghujahan dan pengucapan. Oleh itu dalam kursus ini juga akan membincangkan topik mengenai proses linguistik dalam pengajaran kerana ianya adalah satu alat untuk memahami agama dan mengambil faedah di dalamnya, begitu juga dapat memahami dengan apa yang Tuhan kehendaki daripadanya, kerana dalam aspek bahasa setiap perbezaan melodi akan membawa kepada makna yang berbeza dan dengan demikian membawa kepada perbezaan ketetapan setiap hukum.

This course will discuss the perspective of the Qur'an which is the first source of a variety of knowledge, which consists of legal science, exegesis (tafsir), jurisprudence (feqh), Qiraat and so on. Thus, from the diversity of knowledge was exist the fundamentals of linguistic knowledge which is very synonymous in terms of rhetoric, argumentation, and utterance. Therefore, in this course will also discuss the topic of linguistic process in teaching as it is a tool to understand religion and take advantage of it, as well as to understand with what God wants from it, because in linguistic aspect every melodic difference will lead to meaning which are different and thus lead to differences in the stipulations of each legislation.
Kaedah Penilaian: Penilaian berterusan: 70%, Peperiksaan: 30%
Assessment Method*: Continuous assessment: 70%, examination: 30%*

Bahasa Pengantar: Bahasa Malaysia, Bahasa Arab dan Bahasa Inggeris
Medium of instruction*: Bahasa Malaysia, Arabic and English*

Rujukan Utama:
Main references:

- Nasr al-Din Surayy (2018). *Islamiyyat al-Ma'rifah. Majallat al-Fikr al-Islamiy No.91*
- Mohammed bin Abdul-Moneim Al-Alawa.(**2014).** *Rules and principles for understanding legal texts*
- Jabatan Kefahaman Islam Malaysia (2017) *Modul Bahasa Arab. Putrajaya.*
- Jurnal Ta'allum (2010). *Bahasa Arab dalam Pendidikan Islam*

PQX7010 Projek Penyelidikan (12kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.
This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Program/ *Programme*	:	**Sarjana Pendidikan Bahasa Melayu** *Master of Education in Malay Language*
Kod Program/ *Programme Code*	:	**PQG**
Mod Program/ *Programme Mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Pengajian Melayu dengan PNGK 3.00 atau setaraf
   A Bachelor Degree in Malay Studies with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

3. Ijazah Sarjana Muda Pendidikan dalam bidang Pengajian Melayu dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor Degree in Malay Study with CGPA of 2.70 to 2.99 or equivalent

   DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan Bahasa Melayu (PNGK 2.50 – 2.69 atau setaraf)
A Bachelor of Education Degree in Malay Language (CGPA of 2.50 – 2.99 or equivalent)

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/*AND*

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	*3 Regular Semesters*
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	*8 Regular Semesters*

B. Separuh Masa / *Part Time*

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*
Tempoh Maksimum	:	12 Semester Biasa
Maximum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Untuk membangunkan pelajar pascasiswazah yang merupakan pengamal berpengetahuan luas serta bertanggungjawab sosial, penyelidik, dan pemimpin yang mempunyai pengetahuan dan kemahiran yang maju dalam bidang pendidikan Bahasa Melayu.
To develop postgraduates who are well-informed and socially responsible practitioners, researchers and

leaders with advanced knowledge and skills in the field of education in Malay Language.

5. 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*
PLO 1	Membuat analisis dan sintesis yang kritis terhadap pengetahuan lanjutan tentang konsep, teori, kaedah, dan amalan khusus dalam bidang Pendidikan Bahasa Melayu dalam mendepani cabaran kurikulum yang dinamik. *Critically analyse and synthesise advanced knowledge on specialized concepts, theories, methods, and practice in the field of Education in Malay Language in meeting the challenges of a dynamic curriculum.*
PLO 2	Menilai senario baharu dan menyelesaikan isu-isu berkaitan Pendidikan Bahasa Melayu secara inovatif dengan mempamerkan penguasaan pengetahuan menerusi penerapan teknik analisis dan numerasi lanjutan. *Evaluate emerging scenarios and innovatively solve related issues in Education in Malay Language demonstrating mastery of knowledge, incorporating advanced analytical and numerical techniques..*
PLO 3	Merancang dan menjalankan penyelidikan berdasarkan hasil pembelajaran menggunakan pelbagai teknik, termasuk teknologi digital untuk memantapkan pengetahuan dan amalan mengenai pengajaran dan pembelajaran dalam bidang Pendidikan Bahasa Melayu. *Organise and conduct outcomes-based research employing various techniques, including digital technology to strengthen the knowledge and practices on teaching and learning in the field of Education in Malay Language.*
PLO 4	Menampilkan gaya kepimpinan yang sesuai dan mempamerkan tanggungjawab dan autonomi dalam persekitaran Pendidikan Bahasa Melayu semasa yang baharu dan dinamik. *Adapt suitable leadership styles and demonstrate responsibility and autonomy in emerging and dynamic setting of Education in Malay Language.*
PLO 5	Berkomited untuk melaksanakan tugas sama ada secara individu atau secara berpasukan interdisiplin dengan kemahiran berkomunikasi dan interpersonal yang baik dalam semua persekitaran Pendidikan Bahasa Melayu. *Commit to delivering tasks either individually or through multi-disciplinary teams with good communication and interpersonal skills in all Education in Malay Language settings.*
PLO 6	Memenuhi standard pengajaran dan penyelidikan profesional dalam meningkatkan imej profesion setiap masa. *Meet professional teaching and research standards in improving the image of the profession at all times.*
PLO 7	Mempamerkan sikap positif dan komitmen dalam pembelajaran sepanjang hayat dengan pemikiran keusahawanan bagi menangani perubahan dunia Pendidikan Bahasa Melayu untuk kemajuan professional *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of Education in Malay Language and for professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi dua puluh lima (25) kredit bagi kursus teras, enam (6) kredit elektif dan dua belas (12) 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-three (43) credit that involves twenty-five (25) credit of core courses, six (6) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative

approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4 kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQG7010	Teori dan Amalan dalam Pengajaran Bahasa Melayu *Principles and Practice in Malay Language Teaching*	3 kredit *credits*
PQG7011	Pengajaran Kesusasteraan dalam Bahasa Melayu *Teaching Literature in Malay Language*	3 kredit *credits*
PQG7012	Pentaksiran Pembelajaran dalam Bahasa Melayu *Learning Assessment in Malay Language*	3 kredit *credits*
PQG7013	Sosiolinguistik dalam Pendidikan Bahasa Melayu *Sociolinguistics in Education of Malay Language*	3 kredit *credits*
PQG7014	Psikolinguistik dalam Pendidikan Bahasa Melayu *Psycholinguistics of Education in Malay Language*	3 kredit *credits*

Kursus Elektif (Pilih 2) / *Elective Courses (Select 2)*

PQG7015	Literasi dan linguistik dalam Pendidikan Bahasa Melayu *Literacy and Linguistic in Education of Malay Language*	3 kredit *credits*
PQG7016	Isu Dan Trend Pengajaran Kesusasteraan Dalam Bahasa Melayu *Issues and Trends in Teaching Malay Literature*	3 kredit *credits*
PQG7017	Perancangan Dasar dan Kurikulum Bahasa Melayu *Policy Planning and Curriculum in Malay Language*	3 kredit *credits*
PQL7007	Inovasi Digital dalam Pendidikan *Digital Innovation in Education*	3 kredit *credits*

Penyelidikan / *Research*

PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN BAHASA MELAYU
MASTER OF EDUCATION IN MALAY LANGUAGE

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan	3	POX7003	Analisis Data Kuantitatif dan Kualitatif	3			
					POX7004	Seminar Kesarjanaan Pendidikan	4			
	Kursus Teras Disiplin	PQG7010	Teori dan Amalan dalam Pengajaran Bahasa Melayu	3	PQG7013	Sosiolinguistik dalam Pendidikan Bahasa Melayu	3			
		PQG7011	Pengajaran Kesusasteraan dalam Bahasa Melayu	3	PQG7014	Psikolinguistik dalam Pendidikan Bahasa Melayu	3			
		PQG7012	Pentaksiran Pembelajaran dalam Bahasa Melayu	3						
	Kursus Elektif (pilih 1 daripada 2 kursus)				PQG7015	Literasi dan Linguistik dalam Pendidikan Bahasa Melayu	3			
					PQG7016	Isu dan Trend Pengajaran Kesusasteraan Melayu	3			
	Kertas Projek				PQX7010	Projek Penyelidikan (P1)	6			
	Jumlah Kredit	**12**			**22**					

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	Kursus Wajib									
	Kursus Teras Disiplin									
	Kursus Elektif (pilih 1 daripada 2 kursus)	PQG7017	Perancangan Dasar dan Kurikulum Bahasa Melayu	3						
		PQL7007	Inovasi Digital dalam Pendidikan	3						
	Kertas Projek	PQX7010	Projek Penyelidikan (P2)	6						
	Jumlah Kredit	**9**								
Jumlah Kredit Keseluruhan		**43**								

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN BAHASA MELAYU
MASTER OF EDUCATION IN MALAY LANGUAGE

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan	3	POX7003	Analisis Data Kuantitatif dan Kualitatif	3			
	Kursus Teras Disiplin	PQG7010	Teori dan Amalan dalam Pengajaran Bahasa Melayu	3	PQG7013	Sosiolinguistik dalam Pendidikan Bahasa Melayu	3			
		PQG7011	Pengajaran Kesusasteraan dalam Bahasa Melayu	3	PQG7014	Psikolinguistik dalam Pendidikan Bahasa Melayu	3			
	Kursus Elektif (pilih 1 daripada 2 kursus)									
	Kertas Projek									
	Jumlah Kredit	**9**			**9**					

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	Kursus Wajib				POX7004	Seminar Kesarjanaan Pendidikan	4			
	Kursus Teras Disiplin	PQG7012	Pentaksiran Pembelajaran dalam Bahasa Melayu	3						
	Kursus Elektif (pilih 1 daripada 2 kursus)	PQG7017	Perancangan Dasar dan Kurikulum Bahasa Melayu	3	PQG7015	Literasi dan Linguistik dalam Pendidikan Bahasa Melayu	3			
		PQL7007	Inovasi Digital dalam Pendidikan	3	PQG7016	Isu dan Trend Pengajaran Kesusasteraan Melayu	3			
	Kertas Projek				PQX7010	Projek Penyelidikan (P)	6			
	Jumlah Kredit	**6**			**13**					

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
3	Kursus Wajib									
	Kursus Teras Disiplin									
	Kursus Elektif (pilih 1 daripada 2 kursus)									
	Kertas Projek	PQX7010	Projek Penyelidikan (P)	6						
	Jumlah Kredit	**6**								
Jumlah Kredit Keseluruhan		**43**								

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis /Synopsis:

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

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.
- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.

- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQG7010 Teori dan Amalan dalam Pengajaran Bahasa Melayu (3 kredit)
Principles and Practice in Malay Language Teaching (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memberi pendedahan menyeluruh kepada pelajar tentang aspek-aspek teori dan pendekatan pengajaran dan pembelajaran bahasa. Melayu. Melalui kuliah, bacaan dan perbincangan, para pelajar akan didedahkan dengan teori, metodologi serta pelbagai isu yang berkaitan kajian dan amalan dalam pengajaran dan pemerolehan bahasa Melayu; mengamalkan dan mengkaji pelbagai kaedah dan bahan yang digunakan oleh guru-guru dalam pengajaran dan pembelajaran bahasa Melayu, serta hubungan antara apa yang dilakukan oleh guru dan pelajar di dalam kelas dan mengkaji bagaimana Bahasa Melayu dipelajari daripada hasil penyelidikan.
This course provides an overview of teaching Malay Language with an emphasis on theory and approach in teaching & learning Malay language. Through a program of lectures, readings and discussions, students will be exposed to the theory, methodology and various issues related to the study and practice in teaching and English language acquisition; practice and study the methods and materials that teachers used to teach it, and the links between what teachers and learners do in class and what applied linguistic research tells us about how Malay languages are learned.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Brown, H.D. (2021). *Principles of Language Learning and Teaching* (6th Edition). Pearson Education.
- Curtis, A. (2019). *Methods and Methodologies for Language Teaching: The Centrality of Context*. London: MacMillan Education.
- Jebahi Khale. (2019). *Approaches and Methods in Language Teaching*. Hillingdon: Koros Press Limited.

PQG7011 Pengajaran Kesusasteraan dalam Bahasa Melayu (3 kredit)
Teaching Literature in Malay Language (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 various literary genres to improve language proficiency. This course will focus on materials that can instill students' interest 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 modules for teaching literature

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Beach, R., Appleman, D., Fecho, B. & Simon, R. (2020). *Teaching Literature to Adolescents* (4th Ed.). London: Taylor & Francis.

- Cadden, M., Coats, K. Trites, R.S. (2020). *Teaching Young Adult Literature*. New York: Modern Language Association of America.
- Olsen, F. (2018). *On the Teaching of Literature: From Charismatic Secrecy to Joyful Revelation*. Brighton: Sussex Academic Press.
- Thomas, P. (2018). *Approaches to Learning and Teaching Literature in English : A Toolkit for International Teachers*. Cambridge University Press.

PQG7012 Pentaksiran Pembelajaran dalam Bahasa Melayu (3 kredit)
Learning Assessment in Malay Language (3 credits)

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, suitablity of various test in various teaching and learning situation. The concepts that will in lecture on are reliability and validity test and types . Recent isues on test and evaluatiion will be discuss. Student will be examine and evalute on the techniques of evaluate language skill, grammer, 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 inteperet test mark and construct the marking scheme.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Brown, H.D. (2018). *Language Assessment.* Upper Saddle River, United State: Pearson Education.
- Hidri, S. (ed.). (2019). *Revisiting the Assessment of Second Language Abilities: From Theory to Practice*. Cham: Springer International Publishing.
- Papageorgiou, S. & Bailey, K.M. (eds). (2019). *Global Perspectives on Language Assessment: Research, Theory, and Practice*. London: Taylor & Francis Ltd.
- Vincent Pang & Denis Lajium. (2019). *Pentaksiran di Bilik Darjah*. Kota Kinabalu: Universiti Malaysia Sabah.

PQG7013 Sosiolinguistik dalam Pendidikan Bahasa Melayu (3 kredit)
Sociolinguistics in Education of Malay Language (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 akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Cook-Gumperz, J. & Gumperz, J. (2018). *Educational Sociolinguistics*. Chicester: John Wiley and Sons Ltd.
- Fekede Menuta Gewta. (2019). *Encyclopaedia of Sociolinguistics and Language Education: Assessments, Methods and Approaches*. Hillingdon: Koros Press Limited.
- Holmes, J. (2020). *An Introduction to Sosiolinguistics* (5th Ed.). Edinburgh. Harlow: Pearson Education Limited.
- Yiakoumetti, A. (2019). *Multilingualism and Language in Education: Sociolinguistic and Pedagogical Perspectives from Commonwealth Countries.* Cambridge University Press.

PQG7014 Psikolinguistik dalam Pendidikan Bahasa Melayu (3 kredit)
Psycholinguistics of Education in Malay Language (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 speaks, 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, building 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 akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Fernandez, E.M.& Cairns, H.S. (Eds.). (2020). *The Handbook of Psycholinguistics*. New York: John Wiley & Sons Inc.
- Spivey, M. Joanisse, M. & McRae, K. (Eds.). (2019). *The Cambridge Handbook of Psycholinguistics*. Cambridge University Press.
- Warren, P. (2019). *Introducing Psycholinguistic*. Cambridge: Cambridge University Press.

KURSUS ELEKTIF (PILIH 2 DARIPADA 4 KURSUS)
ELECTIVE COURSES (CHOOSE 2 FROM 4 COURSES)

PQG7015 Literasi dan Linguistik dalam Pendidikan Bahasa Melayu (3 kredit)
Literacy and Linguistic in Education of Malay Language (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan pelajar mengenai konsep dan prinsip yang berkaitan literasi bahasa serta perkembangan bidang ini yang mempengaruhi literasi di sekolah. Pelajar akan mempelajari teori bacaan dan penulisan yang menjadi asas literasi, seterusnya mengkaji literasi dalam proses linguistik, kognitif, dan sosiobudaya. Pelajar juga akan didedahkan dengan konsep literasi bersituasi dan multiliterasi, pemunculan literasi, literasi remaja dan literasi baharu. Di samping itu, kursus ini akan membincangkan aplikasi linguistik dengan keperluan guru Bahasa Melayu dalam pengajaran seperti fonetik dan fonologi dalam pengajaran mendengar dan bertutur; morfologi dalam pengajaran berkaitan kata, frasa dan klausa; sintaksis dalam pengajaran ayat. Menerusi kursus ini juga, pelajar akan mampu menilai kajian-kajian lepas tentang literasi bahasa dan linguistik, seterusnya menjalankan penyelidikan yang berkaitan.
This course will expose students to concepts and principles related to language literacy as well as the development of this field that influences literacy in schools. Students will learn reading and writing theories that are the basis of literacy, and then study literacy in linguistic, cognitive, and sociological processes. Students will also be exposed to the concepts of Literacy and multiliterate, emergence of literacy, adolescent literacy, and new literacy. In addition, this course will also discuss the application of linguistics to the needs of teachers in the teaching of Malay language as phonetics and phonology in the teaching of listening and speaking; morphology in teaching-related words, phrases and clauses; teaching syntax in sentences Through this course, students will be able to evaluate past studies on language literacy and linguistic, then conduct related research.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Gambrell, L. B., Morrow, L. M., & Pressley, M. (2019). *Best practices in literacy instruction*. New York: Guilford Press.
- James P. Byrnes, Barbara A. Wasik (2019). *Language and Literacy Development*. (Second Edition). The Guilford Press.
- John Willinsky (2019). *The New Literacy. Redefining Reading and Writing in the Schools*. Bosa Roca, US: Taylor & Francis Inc.
- Mohammad Fadzeli Jaafar. (2018). *Pengenalan Linguistik: Teoritis dan Aplikasi*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Suzanne Rose (Eds.). (2020). *21st Century Literacy for Middle & Secondary Students*. Cognella, Inc.

PQG7016 Isu dan Trend Pengajaran Kesusasteraan Melayu (3 kredit)
Issues and Trends in Teaching Malay Literature (3 credits)

Sinopsis/Synopsis:

Tujuan kursus ini ialah bagi mendedahkan para pelajar kepada teori-teori dan pendekatan pengajaran utama dalam pengajaran bahan sastera KOMSAS atau Kesusasteraan Melayu Komunikatif, dan bagaimana ilmu itu menyumbang ke arah memahami isu-isu sosial yang terkandung dalam teks sastera di sekolah. Kursus ini akan membiasakan pelajar dengan teori-teori pengajaran sastera seperti Teori Gardner, Teori Konstruktuvisme, Teori Kontekstual yang terdapat dalam DSKP selain menguasai Teori Resepsi Pembaca dan Pendekatan Bertema. Selain itu, pelajar akan menilai bahan bantu mengajar yang sesuai. Pelajar juga berpeluang merangka modul pengajaran bahan sastera yang menarik.
The aim of this course is to introduce the theories and approaches in teaching KOMSAS or Malay Literature in Communicative to students, and how do this knowledge contributes to the understanding of social issues contained in the literary texts in school. This course will familiarize students with theories of literary teaching such as Gardner's Theory, Constructivism Theory, Contextual Theory found in DSKP in addition to mastering the Theory

of Reader Reception and Thematic Approach. In addition, students will evaluate appropriate teaching aids. Students also have the opportunity to design interesting teaching modules of lite.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Beach, R., Appleman, D., Fecho, B. & Simon, R. (2020). *Teaching Literature to Adolescents* (4th Ed.). London: Taylor & Francis.
- Cadden, M., Coats, K. Trites, R.S. (2020). *Teaching Young Adult Literature*. New York: Modern Language Association of America.
- Olsen, F. (2019). *On the Teaching of Literature : From Charismatic Secrecy to Joyful Revelation*. Brighton: Sussex Academic Press.
- Thomas, P. (2018). *Approaches to Learning and Teaching Literature in English : A Toolkit for International Teachers*. Cambridge University Press.

PQG7017 Perancangan Dasar dan Kurikulum Bahasa Melayu (3 kredit)
Policy Planning and Curriculum in Malay Language (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memberi pendedahan tentang proses perancangan dan penggubalan dasar berkaitan bahasa di negara ini ke arah pemartabatan Bahasa Melayu sebagai bahasa kebangsaan. Pelajar akan dapat mengupas perkembangan bahasa di negara kita serta keberkesanan dasar dan impaknya terhadap kurikulum Bahasa Melayu. Di samping itu, pelajar juga dapat mendalami proses berkaitan penggubalan kurikulum bahasa Melayu serta perincian setiap komponen yang terkandung dalam kurikulum sedia ada. Para pelajar seterusnya dapat menjalankan kajian lapangan tentang dasar berkaitan bahasa dan/ atau kurikulum bahasa Melayu dalam sistem pendidikan negara.
The course aims to give information on the planning and formulation of policies related to language in the country towards Putting the right place Bahasa Melayu as the national language. Students will be able to analyze the development of language in our country as well as the effectiveness of the policies and their impact on the Malay language curriculum. In addition, students will also be able to go through the process of drafting the Malay language curriculum as well as the details of each component contained in the existing curriculum. Students will be able to conduct field studies on language-related policies and the Malay language curriculum in the national education system.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- John Macalister & I.S.P Nation (2019). *Language Curiculum Design*. London, UK : Taylor & Francis Ltd.
- Ken Cruickshank, Stephen Black, Honglin Chen, Linda Tsung & Jan Wright (2020). *Language Education in the School Curriculum : Issues of Access and Equity*. London, UK : Bloomsbury Publishing PLC.
- Leigh Oakes & Yael Peled (2020). *Normative Language Policy : Ethics, Politics, Principles*. UK : Cambridge University Press.
- Nik Safiah Karim (2018). *Perancangan Bahasa : Ideologi Bahasa Melayu*. Kuala Lumpur : Dewan Bahasa dan Pustaka.
- Noriyuki Segawa (2019). *National Identity, Language and Education in Malaysia : Search for a Middle Ground between Malay Hegemony and Equality*. London, UK : Taylor & Francis Ltd.
- Peter Mickan & Ilona Wallace (2020). *The Routledge Handbook of Language Education Curriculum Design*. London, UK : Taylor & Francis Ltd.

PQL7007 Inovasi Digital dalam Pendidikan (3 kredit)
Digital Innovation in Education (3 credits)

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 inovasi digital pendidikan terkini digunakan untuk pengumpulan data atau meramal hala tuju masa depan inovasi dalam pendidikan. Fokus utama adalah analisis trend global yang membentuk sistem pendidikan masa depan, digital 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. Current new digital innovations method 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, digital curriculum and pedagogy assessment.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:
- Jimmy, C., Todd, W., & Jeffery, Z. (2019). *10 perspectives on innovation in education.* Routledge.
- Lazarus, N.M. (2019). *Theoretical and Practical Approaches to Innovation in Higher Education*. IGI Global.
- Matt, B. (2018). Design of Technology-Enhanced Learning: Integrating Research and Practice. Bingley, UK: Emerald Publishing Limited

PQX7010 Projek Penyelidikan (12kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.
This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:
- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education

- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

JABATAN ASAS PENDIDIKAN DAN KEMANUSIAAN
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND HUMANITIES

Program/ *Programme*	:	**Sarjana Pendidikan Islam** ***Master of Islamic Education***
Kod Program / *Programme code*	:	**PQJ**
Mod Program / *Programme mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan Islam dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree in the Islamic Education of with CGPA of 3.00 or equivalent

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
   Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
   Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
   Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan professional dari badan professional yang diikhtiraf atau
   A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
   Qualifications that are approved by the Senate from time to time

3. Ijazah Sarjana Muda Pendidikan Islam dengan PNGK 2.70 hingga 2.99 atau setaraf

A Bachelor of Education Degree in the field of Islamic Education with CGPA of 2.70 to 2.99 or equivalent

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or
ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan professional dari badan professional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau

Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dalam bidang Pendidikan Islam (PNGK 2.50 – 2.69 atau setaraf)
A Bachelor of Education Degree in the field of Islamic Education (CGPA of 2.50 – 2.99 or equivalent

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	*3 Regular Semesters*
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	*8 Regular Semesters*

B. Separuh Masa / *Part Time*

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*
Tempoh Maksimum	:	12 Semester Biasa
Maximum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Matlamat Program Sarjana Pendidikan Islam ini adalah untuk menghasilkan graduan yang mempunyai pengetahuan dan kemahiran dalam *Subject Matter Content Knowledge (SMCK)* melalui kursus-kursus yang

ditawarkan serta dalam penyelidikan dan penerbitan, dan mempunyai nilai integriti, kemahiran kepimpinan, tanggungjawab sosial dan profesionalisme untuk menghadapi persekitaran yang berdaya saing dan dapat menyumbang kepada bidang pendidikan dan untuk pembangunan negara bersesuaian dengan revolusi pedidikan 4.0 dan kelestarian global.

The goal of Master of Islamic Education Programme is to produce graduates who have knowledge and skills in Subject Matter Content Knowledge (SMCK) through the courses offered as well as in research and publication, and have the values of integrity, leadership skills, social responsibility and professionalism to face the competitive environment and able to contribute to the field of education and to the development of the country in line with the 4.0 education revolution and global sustainability

(satu pernyataan sahaja / only one statement)

5. 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*
PLO 1	Menguasai kaedah, teori, konsep khusus dan kompleks yang berkaitan dengan pengajaran dan pembelajaran bagi memenuhi cabaran keperluan Pendidikan Islam yang bersifat dinamik *Mastering methods, theories, specific and complex concepts related to teaching and learning to meet the challenges of the dynamic needs of Islamic Education.*
PLO 2	Menilai isu dan keperluan semasa yang berbangkit dalam bidang Pendidikan Islam ke arah penyelesaian berinovatif dan holistik melalui penguasaan pengetahuan, teknik analitikal dan numerasi. *Assessing current issues and needs that arise in the field of Islamic Education towards innovative and holistic solutions through mastery of knowledge, analytical techniques and numeracy.*
PLO 3	Mengaplikasi kemahiran penyelidikan dengan menggunakan pelbagai kemahiran dan teknik (praktikal, digital dan lain-lain) bagi memantapkan pengetahuan serta amalan pengajaran dan pembelajaran Pendidikan Islam. *Applying research skills by using various skills and techniques (practical, digital and others) to strengthen the knowledge and practice of teaching and learning of Islamic Education.*
PLO 4	Menampilkan kepimpinan berintegriti dan inovatif menerusi kolaborasi dengan pelbagai pemegang taruh bagi mengembangkan disiplin ilmu Pendidikan Islam menepati keperluan semasa *Demonstrating integrity and innovative leadership through collaboration with various stakeholders to develop the discipline of Islamic Education to meet current needs*
PLO 5	Melaksanakan tugas secara individu atau berpasukan dengan menerapkan kemahiran komunikasi dan interpersonal dalam konteks Pendidikan Islam. *Performing tasks individually or collectively by applying communication and interpersonal skills in the context of Islamic Education.*
PLO 6	Mempraktikkan etika dan amalan terbaik secara profesional dalam pengajaran dan pembelajaran serta penyelidikan pendidikan Islam *Practicing ethics and best practices professionally in the teaching and learning and research of Islamic education*
PLO 7	Mempamerkan sikap positif dan komitmen tinggi dalam pembelajaran sepanjang hayat dengan menggabungkan elemen keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang Pendidikan Islam. *Demonstrate positive attitudes and high commitment in lifelong learning by combining entrepreneurial elements to meet the needs and professional development of Islamic Education.*

6. Struktur Program / *Programme Structure*

program ini merangkumi empat puluh tiga (43) kredit yang merangkumi enam belas (16) kredit bagi kursus teras, lima belas (15) kredit elektif dan dua belas (12) kredit bagi projek penyelidikan. Strategi pembelajaran melibatkan aktiviti kuliah, perbincangan, pembentangan, tugasam, penyelidikan dengan menggunakan pendekatan yang komprehensif dan inovatif.

The programme consists of forty-three (43) credit that involves sixteen (16) credit of core courses, fifteen (15) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, disscussin, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4 kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQJ7001	Perspektif Penyelidikan dalam Pendidikan Islam *Research Perspectives on Islamic Education*	3 kredit *credits*
PQJ7002	Rekabentuk dan Perkembangan Kurikulum Pendidikan Islam *Design and Development of Islamic Education Curriculum*	3 kredit *credits*

Kursus Elektif (Pilih 5) / *Elective Courses (Select 5)*

PQJ7003	Teori Pendidikan Akhlak *Theory of Akhlaq Education*	3 kredit *credits*
PQJ7004	Sosiologi Pendidikan Islam *Islamic Educational Sociology*	3 kredit *credits*
PQJ7005	Pendidikan Al-Qur'an dan Tahfiz *Al-Quran and Tahfiz Education*	3 kredit *credits*
PQJ7006	Pendidikan Islam Masa Depan *Future Islamic Education*	3 kredit *credits*
PQJ7007	Dinamika Pendidikan Islam Klasik dan Kontemporari *Dynamic Islamic education Discourses in Classical and Contemporary Views*	3 kredit *credits*
PQJ7008	Aplikasi Maqasid Syariah dalam Amalan Pendidikan *Application of Maqasid Syariah in Educational Practice*	3 kredit *credits*
PQJ7009	Praktis Pengajaran dan Pembelajaran Ulum Diniyah *Teaching and Learning Practices in Ulum Diniyah*	3 kredit *credits*
PQJ7010	Kepimpinan dan Pengurusan Pendidikan Islam *Islamic Educational Leadership And Management*	3 kredit *credits*
PQJ7011	Bahasa Arab untuk Pendidikan Islam *Arabic Language for Islamic Education*	3 kredit *credits*
PQK7015	Perbahasan Epistemologi dari Perspektif Islam dan Barat *Epistemology Debate From Islamic And Western Perspectives*	3 kredit *credits*

Penyelidikan / *Research*

PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)
SARJANA PENDIDIKAN ISLAM
MASTER OF ISLAMIC EDUCATION

Tahun	Komponen	Semester I			Semester II		
		Kod	**Kursus**	**Kredit**	**Kod**	**Kursus**	**Kredit**
1	**KURSUS TERAS**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4
	KURSUS TERAS DISIPLIN	PQJ7001	Perspektif Penyelidikan dalam Pendidikan Islam *Research Perspectives on Islamic Education*	3	PQJ7002	Rekabentuk dan Perkembangan Kurikulum Pendidikan Islam *Design and Development of Islamic Education Curriculum*	3
	KURSUS ELEKTIF (pilih 4 daripada 8 kursus)	PQJ7003	Teori Pendidikan Akhlak *Theory of Akhlaq Education*	3	PQJ7007	Dinamika Pendidikan Islam Klasik dan Kontemporari *Dynamic Islamic Education Discourses In Classical And Contemporary Views*	3
		PQJ7004	Sosiologi Pendidikan Islam *Islamic Educational Sociology*	3	PQJ7008	Aplikasi Maqasid Syariah dalam Amalan Pendidikan *Application of Maqasid Syariah in Educational Practice*	3
		PQJ7005	Pendidikan Al-Qur'an dan Tahfiz *Al-Quran and Tahfiz Education*	3	PQJ7009	Praktis Pengajaran dan Pembelajaran Ulum Diniyah *Teaching and Learning Practices in Ulum Diniyah*	3
		PQJ7006	Pendidikan Islam Masa Depan *Future Islamic Education*	3	PQJ7010	Kepimpinan dan Pengurusan Pendidikan Islam *Islamic Educational Leadership And Management*	3
	KERTAS PROJEK				PQX7010	Projek Penyelidikan *Research Project*	6
	JUMLAH KREDIT			**15**			**19**

Tahun	Komponen		Semester I			Semester II	
		Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**KURSUS TERAS**						
	TERAS DISIPLIN						
	KURSUS ELEKTIF (pilih 1 daripada 2)	PQJ7011	Bahasa Arab untuk Pendidikan Islam *Arabic Language for Islamic Education*	3			
		PQK7015	Perbahasan Epistemologi dari Perspektif Islam dan Barat *Epistemology Debate From Islamic And Western Perspectives*	3			
	KERTAS PROJEK	PQX7010	Projek Penyelidikan Research Project	6			
	JUMLAH KREDIT			**9**			
	Jumlah Kredit Keseluruhan			**43**			

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN ISLAM
MASTER OF ISLAMIC EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**KURSUS WAJIB**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	KURSUS TERAS DISIPLIN	PQJ7001	Perspektif Penyelidikan dalam Pendidikan Islam *Research Perspectives on Islamic Education*	3	PQJ 7002	Rekabentuk dan Perkembangan Kurikulum Pendidikan Islam *Design and Development of Islamic Education Curriculum*	3			
	KURSUS ELEKTIF (pilih 1 daripada 2)	PQJ7003	Teori Pendidikan Akhlak *Theory of Akhlaq Education*	3						
		PQJ7004	Sosiologi Pendidikan Islam *Islamic Educational Sociology*	3						
	KERTAS PROJEK									
	JUMLAH KREDIT			**9**			**10**			

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**KURSUS WAJIB**									
	KURSUS TERAS DISIPLIN									
	KURSUS ELEKTIF (pilih 4 daripada 8 kursus)	PQJ7005	Pendidikan Al-Qur'an dan Tahfiz *Al-Quran and Tahfiz Education*	3	PQJ7010	Kepimpinan dan Pengurusan Pendidikan Islam *Islamic Educational Leadership And Management*	3			
		PQJ7006	Pendidikan Islam Masa Depan *Future Islamic Education*	3	PQJ7011	Bahasa Arab untuk Pendidikan Islam *Arabic Language for Islamic Education*	3			
		PQJ7007	Dinamika Pendidikan Islam Klasik dan Kontemporari *Dynamic Islamic Education Discourses In Classical And Contemporary Views*	3	PQK7015	Perbahasan Epistemologi dari Perspektif Islam dan Barat *Epistemology Debate From Islamic And Western Perspectives*	3			
		PQJ7008	Aplikasi Maqasid Syariah dalam Amalan Pendidikan *Application of Maqasid Syariah in Educational Practice*	3						
		PQJ7009	Praktis Pengajaran dan Pembelajaran Ulum Diniyah *Teaching and Learning Practices in Ulum Diniyah*	3						
	KERTAS PROJEK				PQX7010	Projek Penyelidikan Research Project	6			
	JUMLAH KREDIT			**9**			**9**			

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
3	**KURSUS TERAS**									
	KURSUS TERAS DISIPLIN									
	KURSUS ELEKTIF									
	KERTAS PROJEK	PQX7010	Projek Penyelidikan Research Project	6						
	JUMLAH KREDIT			**6**						
JUMLAH KREDIT KESELURUHAN				**43**						

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

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

3. **Ketetapan Bidang Penyelidikan / *Determination of Research Areas***
Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.
Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- Publication Manual of the American Psychological Association (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis /Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis

data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.
This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcibing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting educational research.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics*, 4th edition. *(Asas statistik penyelidikan, edisi keempat)* Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.
This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.
- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

PQJ7001 Perspektif Penyelidikan dalam Pendidikan Islam (3 kredit)
Research Perspectives on Islamic Education (3 credits)

Sinopsis /Synopsis:

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 aims to expose students to the philosophy and basic concepts applied in research as an important process for the development of Islamic education disciplines. The focus of course discussion includes theories and basic methods of qualitative and quantitative research in education by focusing on various related research designs such as surveys, experimental, case studies, action studies, etc. Students will also be trained in analysing the use of these methods as well as related research principles in Islamic education studies that have been conducted. Students will apply their knowledge through the preparation of research proposals and micro research to be implemented to meet the course requirements. The course discussion also takes into account a traditional perspective to ensure that the framework of research in Islam is not neglected in implementing contemporary research.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Asadullah Shah, Sayed Inayatullah Shah, Abdul Salam Shah (2016) *Research methodologies: An Islamic perspective*, Gombak: IIUM Press
- Cresswell, J.W & Guetterman, T.C (2020*) Educational research: Planning, conducting, and evaluating quantitative and qualitative research 6th Edition*: England: Pearson
- Ghazali Darusalam & Sufean Hussin (2018) *Metodologi penyelidikan dalam pendidikan: Amalan dan analisis kajian*, Kuala Lumpur: Penerbit Universiti Malaya
- Noraini Idris (2013) *Penyelidikan dalam pendidikan Ed. 2*, Shah Alam: McGraw Hill Education (Malaysia) Sdn. Bhd.
- Wan Mohd Khairul Firdaus Wan Khairuldin (2017) Towards the development of Islamic-based research methodology, *International Journal of Academic Research in Business and Social Sciences*, 7(2), 450-457
- ملكاوي، فتحي حسن. (2018) مشروعات بحثية في التراث التربوي الإسلامي. عمان: المعهد العالمي للفكر الإسلامي
  - ملكاوي، فتحي حسن. (2020) الفكر التربوي الإسلامي المعاصر: مفاهيمه ومصادره وخصائصه وسبل إصلاحه. عمان: المعهد العالمي للفكر الإسلامي

PQJ7002 Rekabentuk dan Perkembangan Kurikulum Pendidikan Islam (3 kredit)
Design and Development of Islamic Education Curriculum (3 credits)

Sinopsis /Synopsis:

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.
This course aims to provide a profound knowledge to the students on the main foundation of the curriculum design and diversity of views that affect the planning of Islamic education curriculum. Among the main topics discussed were the definition of curriculum as well as theory of curriculum design from various experts; The implications of the Islamic Education curriculum include effective teaching and learning, evaluation and restructuring of the planning and future direction of the Islamic education curriculum towards realising the philosophy of national education towards producing noble society

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Azizi Jaafar (2019) *Asas pembangunan kurikulum dalam pendidikan*, Kuala Lumpur: Dewan Bahasa dan Pustaka
- Azmil Mohd Tayeb (2018) *Islamic Education in Indonesia and Malaysia: Shaping Minds, Saving Souls* , London: Routledge
- Glenn Hardaker, Aishah Ahmad Sabki (2018) *Pedagogy in Islamic Education: The Madrasah Context,* Bingley: Emerald Group Publishing
- Memon, N. A. & Alhashmi, M & Abdalla, M (Eds.) (2021) *Curriculum renewal for islamic education: critical perspectives on teaching Islam in primary and secondary schools*. New York: Routledge
- Miftachul Huda, Jimaain Safar, Ahmad Kilani Mohamed, Kamarul Azmi Jasmi & Bushrah Basiron (Eds.) (2020) *Global Perspectives on Teaching and Learning Paths in Islamic Education*, Hershey: IGI Global
- Rosnani Hashim (2019), *Towards an Islamic curriculum: Principles and issues*, Gombak: IIUM Press
- **الفكر التربوي الإسلامي المعاصر: مفاهيمه ومصادره وخصائصه وسبل** (2020)**ملكاوي، فتحي حسن. إصلاحه. عمان: المعهد العالمي للفكر الإسلامي**

PQJ7003 Teori Pendidikan Akhlak (3 kredit)
Theory of Akhlaq Education (3 credits)

Sinopsis /Synopsis:

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.
This course aims to provide a profound knowledge to the students on moral knowledge as a field that covers the whole of human life. Students are also guided to discuss knowledge theory and moral education as a key backup of human construction. Hence, they will be able to analyse the spiritual knowledge as the main foundation in the appearance of external moral. The strategy of educating the human beings towards a prosperous life and the settlement of moral problems during theory and moral knowledge is also implemented.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Al-Haj Karriem El-Amin Shabazz (2021). *What Allah says about the Islamic moral Code!.* USA: Amazon.com.
- Hanisah Senin. Siti Fairuz Ramlan, Yusiuf Hawasy & Faiz Muhamad. (2021). Ensiklopedia Akhlak Rasulullah SAW. Kuala Lumpur : Telaga Biru Sdn Bhd.
- Zaharah Hussin, Ahmad Arifin Sapar & Ab Halim Tamuri. (2017). *Pendidikan Akhlak: Analisis dan Rekabentuk Kurikulum.* Kuala Lumpur: Penerbit Universiti Malaya.
- 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.

PQJ7004 Sosiologi Pendidikan Islam (3 kredit)
Islamic Educational Sociology (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada wacana sosiologi pendidikan daripada perspektif Islam. Ia akan membincangkan tentang prinsip yang menjadi dasar tasawwur Islam terhadap kehidupan sosial. Ia turut meninjau beberapa aspek pendidikan khususnya peranan pelbagai institusi sosial dalam memupuk serta mengembangkan nilai Islam dalam sesebuah kelompok sosial. Perbincangan turut menyentuh wacana pemikiran Islam mengenai peranan pendidikan dalam pembinaan masyarakat serta tamadun. Pelajar akan turut dilatih untuk menganalisis secara kritikal pelbagai 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 tersebut dalam konteks lokal dan internasional. Perbincangan kursus turut memberi tumpuan kepada kaedah dan metodologi penyelidikan yang sesuai dalam menjalankan kajian sosiologi Pendidikan Islam.
This course aims to expose students to the sociological discourse of education from an Islamic perspective. It will discuss the principles that are the basis of Islamic worldview on social life. It also examines several aspects of education, especially the role of various social institutions in nurturing and developing Islamic values in social group. The discussion also touched on the discourse of Islamic thought on the role of education in the construction of society and civilization. Students will also be trained to critically analyse various contemporary social issues based on the framework of Islamic sociological worldview. The discussion is to enable them to apply the knowledge gained by submitting practical Islamic solution proposals to address the issues in local and international contexts. Course discussions also focus on appropriate research approaches and methodologies in conducting sociological studies of Islamic Education.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Abdullah Sahin (2015) *New directions in Islamic education: pedagogy and identity formation*, Markfield; Kube Publishing
- Armando Salvatore (2016) *The sociology of Islam: Knowledge, power and civility*, John Wiley & Sons
- Azam Othman (2021) *Sociology of education with an islamic perspective*, Gombak: IIUM Press
- Azmil Mohd Tayeb (2018) *Islamic Education in Indonesia and Malaysia: Shaping minds, saving souls*, Routledge
- Filiz Meseci Giorgetti, Ali Arslan, Craig Campbell (2018) *Culture and education: looking back to culture through education*, Routledge, Taylor & Francis Group

PQJ7005 Pendidikan al-Quran dan Tahfiz (3 kredit)
Al-Quran and Tahfiz Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada falsafah dan konsep asas yang diaplikasikan dalam disiplin Pendidikan al Quran. Fokus perbincangan kursus meliputi evolusi Pendidikan al Quran, pelbagai komponen serta cabang ilmu dalam disiplin Pendidikan al Quran, konsep kesepaduan dalam Pendidikan al Quran serta isu dan trend dalam amalan Pendidikan al Quran dan Tahfiz di Malaysia dan sebagainya. Pelajar juga akan dilatih untuk menganalisis serta mengaplikasikan teori, kaedah serta prinsip pendidikan yang sesuai bagi mengembangkan disiplin Pendidikan al Quran. Perbincangan kursus turut mengambilkira perspektif tradisional dan kontemporari bagi memastikan kerangka falsafah dan praktikal Pendidikan al Quran secara komprehensif.
This course aims to expose students to the philosophy and basic concepts applied in the discipline of Al Quran education. The focus of course discussion covers the evolution of al-Quran education, various components and the knowledge branch of the Al-Quran education discipline, the concept of integration in Al Quran education as well as issues and trends in the practice of Al-Quran and Tahfiz education in Malaysia and others. Students will also be trained to analyse and apply the appropriate theories, methods and educational principles to expand the discipline of Al Quran Education. The course discussion also takes into account traditional and contemporary perspectives to ensure a comprehensive philosophical and practical framework of Quranic Education.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ 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 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.*
- Sebastian Günther, (2020). *Knowledge and Education in Classical Islam: Religious Learning between Continuity and Change. Knonklijkee Brill nv.Leiden, Netherlands*

PQJ7006 Pendidikan Islam Masa Depan (3 kredit)
Future Islamic Education (3 credits)

Sinopsis /Synopsis:

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, pelajar diperlukan agar menghasilkan cadangan penyelidikan dalam bidang Pendidikan Islam masa depan
This course aims to expose students to the exploration of future studies related to Islamic education. The students are also guided to review the latest writing and research related to future education in Malaysia and the world that can be apply in Islamic education. Students are also required to analyse critically and submit solutions to the direction of future Islamic education. They will also discuss to design future Islamic education and learning strategies for the time and the digital generation. Finally, it is necessary to produce research proposals in the field of future Islamic education

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main 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.
- Saeedah Siraj, Muhamad Ridhuan Tony Lim Abdullah & Rozaini Mohamad Rozkee . (2020). *Pendekatan Penyelidikan Rekabentuk dan Pembangunan: Aplikasi kepada Penyelidikan Pendidikan*. Tanjung Malim : UPSI Press.
- Muaz Tanjung. (2021). *Sejarah Pendidikan Islam Signifikasi Jejak Pendidikan Islam Bagi Pengembangan Pendidikan Islam Masa Kini Dan Masa Depan*. : http://repository.uinsu.ac.id/4303/1/ZAINI%20DAHLAN SEJARAH%20PENDIDIKAN%20ISLAM.pdf
- 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.

PQJ7007 Dinamika Pendidikan Islam Klasik dan Kontemporari (3 kredit)
Dynamic Islamic education Discourses in Classical and Contemporary Views (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk memberi pendedahan ilmiah kepada pelajar dalam memahami konsep dan kerangka asas dalam dinamika Pendidikan Islam. Ia disoroti dalam perbincangan yang menyeluruh berkaitan pendidikan dari sudut aliran pemikiran Islam. Pelajar juga didedahkan dengan karya-karya Islam Klasik dan Kontemporari untuk mendapatkan analisis yang jitu dan benar bagi memandu survival Pendidikan Islam. Pelajar akan dipastikan untuk Menyelidik karya-karya ilmiah Pendidikan Islam Klasik untuk diolahkan dalam perbincangan Pendidikan Islam semasa. Pengukuhan terhadap asas-asas pemikiran dan dinamika para *fuqaha',mutakallimun, sufiyyun* dan *falasifah* diketengahkan dalam kursus ini.
This course aims to provide scientific exposure to students in understanding the concept and framework of the basic in Islamic education. It is in a comprehensive discussion related to education from the point of Islamic thinking flow. Students are also exposed to classic and contemporary Islamic works to obtain accurate and true analysis to drive Islamic education survival. Students will be sure to research the academic works of classical Islamic education to be identified in the current Islamic education discussion. The strengthening of the fundamentals of thought and dynamism of Fuqaha ', Mutakallimmune, Sufiyyun and Falasifah are highlighted in this course.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Wan Mohd Nor Wan Daud (2015) *Falsafah dan Amalan Pendidikan Islam Syed Muhammad Naquib al-Attas*. Kuala Lumpur. Penerbit Universiti Malaya.
- Sai'd Ismail Ali (2010). *Mawsu'ah al-Tatawwur al-hadari li al-Tarbiyyah al-Islamiyyah*. Kaherah. Dar al-Salam.
- M. Umarudin (2008). *The Ethical Philosophy of al-Ghazzali*. New Delhi. Roam Press.
- Huda ali Jawwad. (2009). *Mabadi' al-Ghazali al-Tarbawiyyah*. Amman. Dar al-Manahij.
- Ghazali Basri (2012). *Falsafah Pendidikan Islam: Huraian Konsep dan Aplikasi*. Bandar Seri Begawan. Pusat Penerbitan Kolej Universiti Perguruan Utama.

PQJ7008 Aplikasi Maqasid Syariah dalam Amalan Pendidikan (3 kredit)
Application of Maqasid Syariah in Educational Practice. (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk mendedahkan kepada pelajar mengenai konsep Maqasid al-Syariah, pengertiannya, sejarah perkembangan dan hubungannya dengan prinsip Syariah yang lain serta hubung kaitnya dengan prinsip dan amalan dalam pendidikan. Keperluan untuk mengaplikasikan Maqasid al-Syariah dalam pembinaan kurikulum kearah melahirkan kemenjadian manusia yang seimbang sepanjang masa turut menjadi perkara yang utama dalam perbincangan kursus ini. Kursus ini pada masa juga melatih pelajar untuk menganalisis prinsip Maqasid al-Syariah serta aplikasi dalam amalan pendidikan yang lebih komprehensif. Antara fokus perbincangan yang lain kursus meliputi pendekatan Maqasid al-Syariah yang sesuai dengan keadaan semasa terutamanya dalam mendepani arus Revolusi Industri 4.0 terhadap dunia pendidikan kontemporari.
This course aims to expose students to the concept of Maqasid al-Syariah, the defintion, the developmental history and its relationship to other Shariah principles and its relationship to principles and practices in education. The need to apply Maqasid al-Syariah in the development of a curriculum towards generating a balanced human life over time is also a key issue in this course. The course also trains students to analyse the principles of Maqasid al-Syariah and its application in towards comprehensive education practices. Other focus of the course is on Maqasid al-Syariah's approach to the current situation, especially in light of the current trend of Industrial Revolution 4.0 towards the contemporary education world.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Al-Syatibi, Abu Musa Ibrahim bin Musa.(1998) Al-Muwāfaqāt fi Usul al-Syari'ah. Bayrut: Dar al-Ma'rifah.
- Auda, Jasser. Penterjemah: Marwan Bukhari. (2014). Memahami Maqasid Syariah: Peranan Maqasid Dalam Pembaharuan Islam Kontemporari. Kuala Lumpur, Malaysia: PTS Islamika.
- Ibnu Ashur, Muhammad al-Tahir (2001). Maqasid al-Shariah al-Islamiyyah, Amman: Dar al-Nafa'is.
- Jabatan Kemajuan Islam Malaysia (2016), Huraian Aplikasi 5 Prinsip Maqasid Syariah Dalam Tadbir Urus. Putrajaya: JAKIM
- Jasser Auda. (2017). Panduan pemula maqasid al-syariah . Selangor, Malaysia: Institut Darul Ehsan.
- Maszlee Malik (2017). Foundations of Islamic Governance: A Southeast Asian Perspective. London: Routledge

PQJ7009 Praktis Pengajaran dan Pembelajaran Ulum Diniyah (3 kredit)
Teaching and Learning Practices in Ulum Diniyah. (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada konsep serta asas falsafah yang diterapkan dalam pendidikan *Ulum Diniyyah*. Fokus perbincangan dalam kursus merangkumi evolusi pendidikan *Ulum Diniyyah*, pelbagai komponen dan cabang ilmu dalam disiplin *Ulum Diniyyah*, konsep kesepaduan dalam Pendidikan *Ulum Diniyyah* serta isu dan trend dalam amalan Pendidikan *Ulum Diniyyah* di Malaysia dan sebagainya. Pelajar akan dilatih untuk menganalisis teori dan aplikasinya, kaedah dan prinsip untuk mengembangkan Pendidikan *Ulum Diniyyah* sesuai dengan perkembangan semasa. Perbincangan juga mengambil kira perspektif tradisional dan kontemporari untuk memastikan bahawa kerangka falsafah dan praktik pendidikan *Ulum Diniyyah* tidak diabaikan dalam memastikan Pendidikan *Ulum Diniyyah* sentiasa relevan dengan perkembangan zaman.
This course aims to expose students to the basic concepts and philosophical foundations applied in the education of Ulum Diniyyah*. The focus of discussion covers the evolution of* Ulum Diniyyah *education, various components and branches of knowledge in the discipline of* Ulum Diniyyah*, the concept of integration in* Ulum Diniyyah *education as well as issues and trends in the practice of* Ulum Diniyyah *education in Malaysia and so on. Students will be trained to analyze the theory and its application, methods and principles to develop* Ulum Diniyyah *education in accordance with current developments. The discussion also takes into account traditional and contemporary perspectives to ensure that the philosophical framework and practices of* Ulum Diniyyah *education*

are not neglected in ensuring that Ulum Diniyyah *education is always relevant to the current developments*

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Dede Rosyada (2017) *Madrasah dan profesionalisme guru dalam arus dinamika pendidikan Islam di era otonomi daerah*. Jakarta: Kencana
- Fazlur Rahman (2017) *Islam and modernity: Transformation of an intellectual tradition*. Chicago: University of Chicago Press (Center for Middle Eastern Studies)
- Günther, S (2020) Knowledge and education in classical Islam:Rreligious learning between continuity and change. Leiden: Bill
- Muhamad Basyrul Muvid (2019) *Pendidikan tasawuf: sebuah kerangka proses pembelajaran sufistik ideal di era milenial*. Surabaya: Pustaka Idea
- **عبيد، رياض هاتف (**2017**) المناهج التربوية وطرائق التدريس في العلوم الإسلامية. عمان: دار الأيام للنشر والتوزيع**
  ملكاوي، فتحي حسن. (2020) **الفكر التربوي الإسلامي المعاصر: مفاهيمه ومصادره وخصائصه وسبل إصلاحه. عمان: المعهد العالمي للفكر الإسلامي**
- **) استراتيجيات معاصرة في تدريس التربية الإسلامية. عمان: عالم الثقافة للنشر والتوزيع**2016**الهاشمي، عبد الرحمن وآخرون (**

PQJ7010 Kepimpinan dan Pengurusan Pendidikan Islam (3 kredit)
Islamic Educational Leadership And Management. (3 credits)

Sinopsis /Synopsis:

Kursus ini memberi tumpuan kepada perbincangan mengenai kepimpinan dan pengurusan daripada perspektif Islam. Di antara tajuk yang berkaitan dengan kepimpinan yang dibincangkan ialah konsep, teori, jenis-jenis, etika kepimpinan, kepimpinan berkesan dan pembinaan kaliber pemimpin daripada perspektif Islam. Sementara itu, tajuk yang berkaitan dengan pengurusan Islam yang dibincangkan ialah konsep dan keperluan kepada pengurusan Islam, falsafah pengurusan Islam, peranan pengurus ialam, prinsip-prinsip asas pengurusan Islam dan prinsip operasi pengurusan Islam serta kelakuan pengurus Islam. Turut dibincangkan juga perbandingan di antara pengurusan Islam dengan pendekatan dari Barat.
This course focuses on discussion on leadership and management from an Islamic perspective. Among the topics related to leadership are concepts, theories, types, ethics of leadership, effective leadership and the calibre of leaders from an Islamic perspective. Meanwhile, topics related to Islamic management discussed were concepts and requirements of Islamic management, philosophy of Islamic management, role of internal manager, basic principles of Islamic management and principles of Islamic management and conduct of Islamic managers. There is also a comparison between Islamic management and the approach of the West.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Al Azami, Nabeel (2019) *Muhammad: 11 Leadership Qualities that Changed the World*, Swamsea; Claritas Books
- Eugenie A. Samier, Eman S. El Kaleh (2019) *Teaching Educational Leadership in Muslim Countries: Theoretical, Historical and Cultural Foundations*, Singapore; Springer
- Izhar Oplatka, Khalid Arar (Eds.) (2019) *Emotion Management and Feelings in Teaching and Educational Leadership: A Cultural Perspective*, Bingley; Emerald Group Publishing
- Veithzal R.,S.E.,M.M., (2014) *The Economics of Education*, Jakarta; Gramedia Pustaka Utama
- Veithzal Rivai Zainal, Mursalim Umar Ghani Samad & Hendy Herijanto (2016) *Islamic Quality Education Management*, Jakarta; Gramedia Pustaka Utama
- **بني عيسى، أحمد (2019) المدخل الى الادارة الاسلامية الحديثة. عمان: دار اليازوري العلمية للنشر والتوزي**

PQJ7011 Bahasa Arab untuk Pendidikan Islam (3 kredit)
***Arabic Language for Islamic Education* (*3 credits*)**

Sinopsis /Synopsis:

Kursus ini akan membincangkan mengenai perspektif Al-Quran yang merupakan sumber pertama dari kepelbagaian ilmu, yang terdiri daripada sains perundangan, ilmu tafsir, feqh, Qiraat dan sebagainya. Justeru daripada kepelbagaian ilmu tersebut lahirlah fundamental ilmu linguistik yang sangat sinonim dari segi retorik, penghujahan dan pengucapan. Oleh itu dalam kursus ini juga akan membincangkan topik mengenai proses linguistik dalam pengajaran kerana ianya adalah satu alat untuk memahami agama dan mengambil faedah di dalamnya, begitu juga dapat memahami dengan apa yang Tuhan kehendaki daripadanya, kerana dalam aspek bahasa setiap perbezaan melodi akan membawa kepada makna yang berbeza dan dengan demikian membawa kepada perbezaan ketetapan setiap hukum.
This course will discuss the perspective of the Qur'an which is the first source of a variety of knowledge, which consists of legal science, exegesis (tafsir), jurisprudence (feqh), Qiraat and so on. Thus, from the diversity of knowledge was exist the fundamentals of linguistic knowledge which is very synonymous in terms of rhetoric, argumentation and utterance. Therefore, in this course will also discuss the topic of linguistic process in teaching as it is a tool to understand religion and take advantage of it, as well as to understand with what God wants from it, because in linguistic aspect every melodic difference will lead to meaning which are different and thus lead to differences in the stipulations of each legislation.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Nasr al-Din Surayy (2018). *Islamiyyat al-Ma'rifah. Majallat al-Fikr al-Islamiy No.91*
- Mohammed bin Abdul-Moneim Al-Alawa.(**2014**). *Rules and principles for understanding legal texts*
- Jabatan Kefahaman Islam Malaysia (2017) *Modul Bahasa Arab. Putrajaya.*
- Jurnal Ta'allum (2010). *Bahasa Arab dalam Pendidikan Islam.*

PQK7015 Perbahasan Epistemologi dari Perspektif Islam dan Barat (3 kredit)
Epistemology Debate From Islamic And Western Perspectives* (*3 credits)

Sinopsis /Synopsis:

Kursus ini akan memberi tumpuan terhadap pemahaman asas epistemologi terhadap dunia pendidikan dan budaya ilmu. Aspek-aspek perbandingan isme-isme utama dalam falsafah pendidikan sama ada dalam aliran Barat Tradisional, Barat Moden, Timur dan Islam akan dibincang. Perbincangan akan turut menyentuh isu-isu autoriti guru, konsep ilmu dan pendidikan dalam aspek perbandingan kritis dari kedua-dua perspektif.
This course will focus on the basic understanding of epistemology in the world of education and knowledge culture. The comparative aspects of the main ISM in education philosophy either in the traditional Western, modern Western, eastern and Islamic trends will be discussed. Reasonableness the comparison of epistemology angle in education according to Islam and western because Kedu-dua block of civilization has a different epistemological framework. The students need to pursue and heritages to apply for the world of education. This comparative aspect is important to its deliberations, especially in terms of comparative aspects in the formulation of educational, curriculum and policy objectives. Discussion will also touch the issues of teachers ' authority, the concept of knowledge and education in terms of critical comparison from both perspectives

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Arab/ Bahasa Inggeris
Medium of instruction *: Malay / Arabic/ English*

Rujukan Utama:
Main references:

- Adian Husaini (2005). *Wajah Peradaban Barat: Jakarta*. Gema Insani Press.
- Syamsuddin Aris (2005). *Orientalis, Diabolisme dan Pemikiran*: Jakarta Gema Insani Press.
- Muhsin Mahdi (2014). *Falsafah Sejarah Ibnu Khaldun: Kajian Dasar Falsafah Ilmu dan Budaya*. Kuala Lumpur: Institut Terjemahan Negara.
- Wan Mohd Nor Wan Daud (1998). *The Educational Philosophy and Practise of Syed Muhammad Naguib al-Attas*. Kuala Lumpur : ISTAC.
- Syed Muhammad Naquib al-Attas (2010). *Islam dan Sekularisme*. Kuala Lumpur. ATMA.
- Mujamil Qomar (2008). *Epistemologi Pendidikan Islam*. Jakarta. Penerbit Erlangga.

Program/ *Programme*	:	**Sarjana Pendidikan Kemanusiaan** ***Master of Humanities Educationement***
Kod Program / *Programme code*	:	**PQK**
Mod Program / *Programme mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Sains Sosial dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree in the field Social Science of with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

3. Ijazah Sarjana Muda Pendidikan dalam bidang Pendidikan Nilai dan Kemanusiaan atau Sosiologi Pendidikan atau Falsafah Pendidikan dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor of Education Degree in the field of Values and Humanities Education/Sociology of Education/Philosophy of Education with CGPA of 2.70 to 2.99 or equivalent

   DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan professional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dalam bidang Pendidikan Nilai dan Kemanusiaan, atau Sosiologi Pendidikan atau Falsafah Pendidikan dengan PNGK 2.50 – 2.69 atau setaraf
A Bachelor of Education Degree in the field of Values and Humanities Education/Sociology of Education/Philosophy of with CGPA of 2.50 – 2.99 or equivalent

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau

A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	3 Regular Semesters
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	8 Regular Semesters

B. Separuh Masa / *Part Time*

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*
Tempoh Maksimum	:	12 Semester Biasa
Maximum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Matlamat Program Sarjana Pendidikan Kemanusiaan ini adalah untuk menghasilkan graduan yang mempunyai pengetahuan dan kemahiran dalam *Subject Matter Content Knowledge (SMCK)* melalui kursus-kursus yang ditawarkan serta dalam penyelidikan dan penerbitan, dan mempunyai nilai integriti, kemahiran kepimpinan, tanggungjawab sosial dan profesionalisme untuk menghadapi persekitaran yang berdaya saing dan dapat menyumbang kepada bidang pendidikan dan untuk pembangunan negara bersesuaian dengan revolusi pedidikan 4.0 dan kelestarian global.
The goal of Master of Humanities Education Program is to produce graduates who have knowledge and skills in Subject Matter Content Knowledge (SMCK) through the courses offered as well as in research and publication, and have the values of integrity, leadership skills, social responsibility and professionalism to face the competitive environment and able to contribute to the field of education and to the development of the country in line with the 4.0 education revolution and global sustainability

5. 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*
PLO 1	Menguasai kaedah, teori, konsep khusus dan kompleks yang berkaitan dengan pengajaran dan pembelajaran bagi memenuhi cabaran keperluan Pendidikan Kemanusiaan yang bersifat dinamik *Mastering methods, theories, specific and complex concepts related to teaching and learning to meet the challenges of the dynamic needs of Humanities Education.*
PLO 2	Menilai isu dan keperluan semasa yang berbangkit dalam bidang Pendidikan Kemanusiaan ke arah penyelesaian berinovatif dan holistik melalui penguasaan pengetahuan, teknik analitikal dan numerasi. *Assessing current issues and needs that arise in the field of Humanities Education towards innovative and holistic solutions through mastery of knowledge, analytical techniques and numeracy.*
PLO 3	Mengaplikasi kemahiran penyelidikan dengan menggunakan pelbagai kemahiran dan teknik (praktikal, digital dan lain-lain) bagi memantapkan pengetahuan serta amalan pengajaran dan pembelajaran Pendidikan Kemanusiaan. *Applying research skills by using various skills and techniques (practical, digital and others) to strengthen the knowledge and practice of teaching and learning of Humanities Education.*
PLO 4	Menampilkan kepimpinan berintegriti dan inovatif menerusi kolaborasi dengan pelbagai pemegang taruh bagi mengembangkan disiplin ilmu Pendidikan Kemanusiaan menepati keperluan semasa *Demonstrating integrity and innovative leadership through collaboration with various stakeholders to develop the discipline of Humanities Education to meet current needs*
PLO 5	Melaksanakan tugas secara individu atau berpasukan dengan menerapkan kemahiran komunikasi dan interpersonal dalam konteks Pendidikan Kemanusiaan. *Performing tasks individually or collectively by applying communication and interpersonal skills in the context of Humanities Education..*
PLO 6	Mempraktikkan etika dan amalan terbaik secara profesional dalam pengajaran dan pembelajaran serta penyelidikan Pendidikan Kemanusiaan *Practicing ethics and best practices professionally in the teaching and learning and research of Humanities Education*
	Mempamerkan sikap positif dan komitmen tinggi dalam pembelajaran sepanjang hayat dengan menggabungkan elemen keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang Pendidikan Kemanusiaan

PLO 7	*Demonstrate positive attitudes and high commitment in lifelong learning by combining entrepreneurial elements to meet the needs and professional development of Humanities Education*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi enam belas (16) kredit bagi kursus teras, lima belas (15) kredit elektif dan dua belas (12) 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-three (43) credit that involves sixteen (16) credit of core courses, fifteen (15) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4 kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQK7001	Teori dalam Pendidikan Kemanusiaan *Theories in Humanities Education*	3 kredit *credits*
PQK7002	Penyelidikan dalam Pendidikan Kemanusiaan *Research in Humanities Education*	3 kredit *credits*

Kursus Elektif (Pilih 5) / *Elective Courses (Select 5)*

PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit *credits*
PQK7003	Trend dan Isu dalam Pendidikan dan Pembangunan Insan *Trends and Issues in Education and Human Development*	3 kredit *credits*
PQK7004	Kognisi dalam Pendidikan dan Pembangunan Insan *Cognition in Education and Human Development*	3 kredit *credits*
PQK7005	Pendidikan Karakter dan Warganegara Global *Character Education and Global Citizenship*	3 kredit *credits*
PQK7006	Organisasi Pembelajaran Khidmat Bakti *Service Learning Education Organization*	3 kredit *credits*
PQK7007	Delinkuensi, Devians dan Masalah Sosial *Delinquency, Deviance, And Social Problems*	3 kredit *credits*
PQK7008	Sosiologi Pendidikan Islam *Islamic Educational Sociology*	3 kredit *credits*
PQK7009	Sosiologi Remaja *Sociology of Adolescence*	3 kredit *credits*
PQK7010	Pendidikan Antara Budaya *Intercultural Education*	3 kredit *credits*

PQK7011	Sosiologi Interpretasi Kitab Suci *Sociology of the Sacred Texts' Interpretation*	3	kredit *credits*
PQK7012	Falsafah Nilai dan Akhlak untuk Pendidikan *Philosophy of Value and Akhlaq for Education*	3	kredit *credit*
PQK7013	Isu-isu Falsafah dalam Pendidikan di Malaysia *Philosophical Issues on Education in Malaysia*	3	kredit *credit*
PQK7014	Pengantar Falsafah Pendidikan *Introduction Philosophical of Education*	3	kredit *credit*
PQK7015	Perbahasan Epistemologi dari Perspektif Islam dan Barat *Epistemology Debate From Islamic And Western Perspectives*	3	kredit *credit*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN KEMANUSIAAN
MASTER OF HUMANITIES EDUCATIONEMENT

Tahun	Komponen	Semester I			Semester II		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**KURSUS TERAS**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4
	KURSUS TERAS DISPLIN	PQK7001	Teori dalam Pendidikan Kemanusiaan *Theories in Humanities Education*	3	PQK7002	Penyelidikan dalam Pendidikan Kemanusiaan *Research in Humanities Education*	3
	KURSUS ELEKTIF (PILIH 4 KURSUS DARI 10 KURSUS) *3 kursus semester 1 1 kursus semester 2	PQK7003	Trend dan Isu dalam Pendidikan dan Pembangunan Insan *Trends and Issues in Education and Human Development*	3	PQK7004	Kognisi dalam Pendidikan dan Pembangunan Insan *Cognition in Education and Human Development*	3
		PQK7005	Pendidikan Karakter dan Warganegara Global *Character Education and Global Citizenship*	3	PQK7008	Sosiologi Pendidikan Islam *Islamic Educational Sociology*	3
		PQK7009	Sosiologi Remaja *Sociology of Adolescence*	3	PQK7010	Pendidikan Antara Budaya *Intercultural Education*	3
		PQK7011	Sosiologi Interpretasi Kitab Suci *Sociology of the Sacred Texts' Interpretation*	3	PQK7012	Falsafah Nilai dan Akhlak untuk Pendidikan *Philosophy of Value and Akhlaq for Education*	3
		PQK7013	Isu-isu Falsafah dalam Pendidikan di Malaysia *Philosophical Issues on Education in Malaysia*	3	PQK7014	Pengantar Falsafah Pendidikan *Introduction Philosophical of Education*	3
	KERTAS PROJEK				PQX 7002	Projek Penyelidikan *Research Project*	6
	Jumlah Kredit			**15**			**19**

2	**KURSUS ELEKTIF (PILIH 1 KURSUS DARI 4 KURSUS)**	PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics For Research In Education*	3		
		PQK7006	Organisasi Pembelajaran Khidmat Bakti *Service Learning Education Organization*	3		
		PQK7007	Delinkuensi, Devians dan Masalah Sosial *Delinquency, Deviance, And Social Problems*	3		
		PQK7015	Perbahasan Epistemologi dari Perspektif Islam dan Barat *Epistemology Debate From Islamic And Western Perspectives*	3		
	KERTAS PROJEK	PQX7010	Projek Penyelidikan *Research Project*	6		
	Jumlah Kredit			9		
	Jumlah Kredit Keseluruhan	43				

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN KEMANUSIAAN
MASTER OF HUMANITIES EDUCATIONEMENT

Tahun	Komponen	Semester I			Semester II		
		Kod	**Kursus**	**Kredit**	**Kod**	**Kursus**	**Kredit**
1	**Kursus Teras**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4
	Kursus Teras Disiplin	PQK7001	Teori dalam Pendidikan Kemanusiaan *Theories in Humanities Education*	3	PQK7002	Penyelidikan dalam Pendidikan Kemanusiaan *Research in Humanities Education*	3
	Kursus Elektif (Pilih 1 kursus daripada 4 kursus)	PQK7003	Trend dan Isu dalam Pendidikan dan Pembangunan Insan *Trends and Issues in Education and Human Development*	3			
		PQK7009	Sosiologi Remaja *Sociology of Adolescence*	3			
		PQK7011	Sosiologi Interpretasi Kitab Suci *Sociology of the Sacred Texts' Interpretation*	3			
		PQK7013	Isu-isu Falsafah dalam Pendidikan di Malaysia *Philosophical Issues on Education in Malaysia*	3			
	Jumlah Kredit			**9**			**10**
2	**Komponen**	**Semester I**			**Semester II**		
	Kurus Elektif (Pilih 4 Kursus daripada 9 kursus)	PQK7005	Pendidikan Karakter dan Warganegara Global *Character Education and Global Citizenship*	3	PQK7004	Kognisi dalam Pendidikan dan Pembangunan Insan *Cognition in Education and Human Development*	3
		PQK7007	Delinkuensi, Devians dan Masalah Sosial *Delinquency, Deviance, And*	3	PQK7006	Organisasi Pembelajaran Khidmat Bakti *Service Learning Education*	3

			Social Problems			*Organization*	
					PQK7008	Sosiologi Pendidikan Islam *Islamic Educational Sociology*	3
					PQK7010	Pendidikan Antara Budaya *Intercultural Education*	3
					PQK7012	Falsafah Nilai dan Akhlak untuk Pendidikan *Philosophy of Value and Akhlaq for Education*	3
					PQK7014	Pengantar Falsafah Pendidikan *Introduction Philosophical of Education*	3
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6
	Jumlah Kredit			9			9
3	**Komponen**	**Semester I**			**Semester II**		
	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			6			
	Jumlah Kredit	Tahun 1	19				
		Tahun 2	18				
		Tahun 3	6				
	Jumlah Kredit Keseluruhan	43					

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis

deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.
This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcibing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting educational research.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.
This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). Educational research: ethics, social justice, and funding dynamics. Denmark: Springer Cham.
- Zhihui, Fang (2021). Demystifying academic writing: genres, moves, skills, and strategies. USA: Routledge.

PQK7001 Teori dalam Pendidikan Kemanusiaan (3 kredit)
Theories in Humanities Education (3 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan kepada pelajar tentang kepentingan teori perkembangan falsafah, sosiologi dan 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 falsafah pendidikan, sosiologi dan nilai dan pembangunan insan.
This course exposes students to the importance of the theory of philosophical development, sociology and values in the world of education and human development as a whole. In addition, the discussion of various theoretical approaches will be highlighted such as Islamic principles, West, East and so on in its contribution towards philosophy of education and sociology of education and values in human development.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Craig N. Shealy. (2016) Making Sense of Beliefs and Values: Theory, Research, and Practice.
- Evelyn Tsz, (2020) The Value of Humanities in Higher Education: Perpectives from Hong Kong. Springer
- Barbara Mc Gillivray,. (2020). Applying Language Technology in Humanities Theory: Design, Application and the underlying logic. Springer International Publishing
- Michael Ochsner, Sven E. Hug, Hans-Dieter Daniel., (2018) Research Assessment in the Humanities: Towards Criteria and Procedures
- Alssa Arbucle., (2017). Social Knowledge Creation in Humanities. Ilter Press
- James E Corte., (2016) Routledge handbook: Sociology of higher education. Taylor and Francis Group
- Charles L. Lowery, Patrick M. Jenlink (2019). The Handbook of Dewey's Educational Theory and Practice.

PQK7002 Penyelidikan dalam Pendidikan Kemanusiaan (3 kredit)
Research in Humanities Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan dalam bidang pendidikan kemanusiaan; (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 pendidikan kemanusiaan yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students are exposed to the process of conducting research in education. Among the aspects to be discussed are the production of research proposals which include: (1) basic concepts in research in the field of humanities education; (2) selecting the research topic to be studied and why it is being studied; (3) formulate relevant research questions; (4) critically reviewing previous studies, comparing theories of human education in connection with hypotheses; and (5) select the study methodology, including the appropriate data analysis method. Next, students will be guided on how to discuss their findings to draw conclusions.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches*. *5th Edition*. USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). Qualitative inquiry and research design: choosing among five approaches. 4th Edition. USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education*. *10th Edition*. New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches*. *5th Edition*. USA: SAGE Publications, Inc
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis. 2nd Edition. USA: Jossey-Bass*.
- *Publication Manual of the American Psychological Association* (2020): 7th Edition, by American Psychological Association

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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: 60%, Peperiksaan akhir: 40%
Assessment Method : *Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction : *Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y.P. (2020) *Mastering Research Statistics, 2nd Edition. Kuala Lumpur: McGraw Hill*
- Lomax, R. & Vaughn D. L. (2020). *An introduction to statistical concepts. 4th edition. New York: Routledge.*
- Bluman, A.G. (2019). *Elementary statistics: A step by step approach (9th edition). New York: McGraw Hill.*
- Christopher, A.N. (2016). *Interpreting and Using Statistics in Psychological Research. London: SAGE Publications. Field, A. (2013). Discovering statistics using SPSS. London: SAGE Publication.*
- Lind, D., Marchal, W., & Wathen, S. (2011). *Basic Statistics for Business & Economics. New York: McGraw Hill.*

PQK7003 Trend dan Isu dalam Pendidikan dan Pembangunan Insan (3 kredit)
Trends and Issues in Education and Human Development (3 credits)

Sinopsis /Synopsis:

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.
This course aims to expose students to trends and issues related to the principles and practices of education that focus on developing students' self-esteem as a student based on Islamic and Western approaches. The course discusses the concepts of human and human development, the theory of human development according to Islamic and Western thinkers, the catalyst for educational practices that produce human beings such as curriculum, teaching and learning strategies, assessment, teachers and other variables. Students will also critically analyze current issues that impact the human construction process through education and propose alternative solutions. Students will also identify critical issues that hinder the process of human development in the context of their career as teachers

and present a research proposal that helps to resolve the issue.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bernard J. Coughlin. (2016). *The Soul of a Nation. Culture, Morality, Law, Education, Faith*.Hamilton Books.
- Lecht Alexandra., (2020). Issues and Trends in Education for Sustainable Development. Unesco Publishing.
- Theodore S. Ransaw (2017). Emerging Issues and Trends in Education. Michigan State University Press.

PQK7004 Kognisi dalam Pendidikan dan Pembangunan Insan (3 kredit)
Cognition in Education and Human Development (3 credits)

Sinopsis /Synopsis:

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 education of values and humanity in particular; Cognitive teaching style, Cognitive learning style, Cognitive research features besides discussing issues and trends during Cognitive teaching in value and human education.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bailey, R. (2016). Teaching values and citizenship across the curriculum: Educating children to the world. London: Kogan Page
- Bernard J. Coughlin. (2016). The Soul of a Nation. Culture, Morality, Law, Education, Faith.Hamilton Books

PQK7005 Pendidikan Karakter dan Warganegara Global (3 kredit
Character Education and Global Citizenship (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang pengetahuan, kemahiran dan nilai berkaitan pendidikan karakter dan warganegara global. Antara topik yang akan dibincangkan ialah: konsep berkaitan dengan pendidikan karakter dan warganegara global seperti sistem pendidikan, politik, ekonomi dan budaya, patriotisme, integrasi kebangsaan, hak dan tanggungjawab, norma baharu pasca Covid-19. Juga terlibat dalam penyelidikan kepelbagaian budaya, keamanan dan harmonis sedunia, program pendidikan karakter dan warganegara global negara barat dan timur, masalah dan isu dalam perkembangan pendidikan karakter dan warganegara global khususnya di Malaysia seperti kurikulum sekolah, latihan guru dan penyelidikan berkaitan dengan pendidikan karakter dan warganegara global.

This course aims to expose students about the knowledge, skills and values related to educational character and global citizenship. Among the topics to be discussed are: concepts related to educational character and global citizenship in education, political system, economy and culture, patriotism, national integration, rights and responsibilities, new norms in post-Covid-19 era. Also involved in research involving cultural diversity, global peace and harmony, citizenship and patriotism educational character and compare global citizenship in the west and east country, the problems and issues in the development of civic education and patriotism. Focus is particularly in Malaysia such as school curricula, teacher training and community participation and research related to educational character and global citizenship.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Kerry J. Kennedy & John Chi-Kin Lee (Eds.). (2018*). Routledge International Handbook of Schools and Schooling in Asia*. Oxford: Routledge.
- Retnowati et. al. (Eds). (2019). *Character Education for 21st Century Global Citizens. London: Routledge.*
- Annas, J., Narvaez, D. & Snow, N.E. (2016). **D***eveloping the Virtues: Integrating Perspectives. Oxford: Oxford University Press.*

PQK7006 Organisasi Pembelajaran Khidmat Bakti (3 kredit)*Service Learning Education Organization (3 credits)*

Sinopsis /Synopsis:

Kursus ini dapat mewujudkan kesedaran mengenai konsep dan amalan pembelajaran melalui khidmat masyarakat kepada pelajar. Kursus ini juga memberi peluang kepada pelajar untuk mengubahsuai aktiviti khidmat masyarakat sedia ada kepada pembelajaran khidmat bakti. Pelajar juga akan dapat menghasilkan aktiviti pembelajaran khidmat bakti yang sesuai untuk semua tahap pendidikan.
This course can create awareness of the concepts and practices of learning through service learning education organization to students. This course also provides an opportunity for students to modify existing community service activities to service learning education. Students will also be able to produce service learning activities suitable for all levels of education.
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Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Barbara Jacoby and Associates, Civic Engagement in Higher Education, Jossey-Bass, 2019.
- Adams, M., et al. (Eds) Readings for Diversity and Social Justice, Routledge (2018)
- Allan Johnson, Privilege, Power, and Difference, McGraw-Hill, 2015
- Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer and Associates, Learning Through Serving – A Student Guidebook for Service-Learning Across the Disciplines, Sterling, Virginia, 2015.
- Dan Butin, Service-Learning in Theory and Practice – The Future of Community Engagement in Higher Education, Palgrave Macmillan, 2020.

PQK7007 Delinkuensi, Devians dan Masalah Sosial (3 kredit)
Delinquency, Deviance, And Social Problems (3 credits)

Sinopsis /Synopsis:

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 : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Diller, J.. 2018. *Cultural Diversity: A Primer for the Human Services. Cengage Learning, Inc, Mason, OH, United States*
- Erich G. ., Vail, D. A. 2007. *Extreme Deviance, SAGE Publications Inc, Thousand Oaks, United States*
- Inderbitzin M. L., Bates , K. A. Gainey, R. R. 2016, *Deviance and Social Control: A Sociological Perspective, SAGE Publications Inc, Thousand Oaks, United States*.
- John O. Curra. 2016. *The Relativity of Deviance. SAGE Publications Inc, Thousand Oaks, United States..*
- Killen, M. & Coplan R. J. (Editors). 2011. *Social Development in Childhood and Adolescence: A Contemporary Reader. Oxford: Wiley-Blackwell*.
- Reisig, M.l. Cole , G. , Clear, T. 2018*. American Corrections, , Cengage Learning, Inc, Mason, OH, United States*
- Siegel, L & Welsh, B. 2017. *Juvenile Delinquency : Theory, Practice, and Law, Cengage Learning, Inc, Mason, OH, United States*

PQK7008 Sosiologi Pendidikan Islam (3 kredit)
Islamic Educational Sociology (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk mendedahkan pelajar kepada wacana sosiologi pendidikan daripada perspektif Islam. Ia akan membincangkan tentang prinsip yang menjadi dasar tasawwur Islam terhadap kehidupan sosial. Ia turut meninjau beberapa aspek pendidikan khususnya peranan pelbagai institusi sosial dalam memupuk serta mengembangkan nilai Islam dalam sesebuah kelompok sosial. Perbincangan turut menyentuh wacana pemikiran Islam mengenai peranan pendidikan dalam pembinaan masyarakat serta tamadun. Pelajar akan turut dilatih untuk menganalisis secara kritikal pelbagai 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 tersebut dalam konteks lokal dan internasional. Perbincangan kursus turut memberi tumpuan kepada kaedah dan metodologi penyelidikan yang sesuai dalam menjalankan kajian sosiologi Pendidikan Islam.
This course aims to expose students to the sociological discourse of education from an Islamic perspective. It will discuss the principles that are the basis of Islamic worldview on social life. It also examines several aspects of education, especially the role of various social institutions in nurturing and developing Islamic values in social group. The discussion also touched on the discourse of Islamic thought on the role of education in the construction of society and civilization. Students will also be trained to critically analyse various contemporary social issues based on the framework of Islamic

sociological worldview. The discussion is to enable them to apply the knowledge gained by submitting practical Islamic solution proposals to address the issues in local and international contexts. Course discussions also focus on appropriate research approaches and methodologies in conducting sociological studies of Islamic Education.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Abdullah Sahin (2015) *New directions in Islamic education: pedagogy and identity formation: Markfield; Kube Publishing*
- Armando Salvatore (2016) *The Sociology of Islam: Knowledge, Power and Civility, John Wiley & Sons*
- Azam Othman (2021) *Sociology of education with an islamic perspective*, Gombak: IIUM Press
- Azmil Mohd Tayeb (2018) Islamic Education in Indonesia and Malaysia: Shaping Minds, Saving Souls, Routledge, 2018
- Filiz Meseci Giorgetti, Ali Arslan, Craig Campbell (2018) *Culture and Education: Looking Back to Culture Through Education, Routledge, Taylor & Francis GroupSiegel, L & Welsh, B. 2017. Juvenile Delinquency: Theory, Practice, and Law, Cengage Learning, Inc, Mason, OH, United States*

PQK7009 Sosiologi Remaja (3 kredit)
Sociology of Adolescence (3 credits)

Sinopsis /Synopsis:

Tumpuan kursus ini adalah: penerangan sosiologi dan tafsiran mengenai sifat juvana, kuasa organisasi dan kebebasan individu, peranan dan peranan tingkah laku dalam organisasi dan kumpulan sebaya, integriti dan disiplin, tingkah laku dan sosial dunia yang dihadapi oleh remaja, perspektif pelbagai pihak ke arah remaja, remaja, peranan bahasa dalam menentukan pemahaman ciri-ciri remaja
The focus of this course is: sociological descriptions and interpretations of juvenile nature, organizational power and individual freedoms, roles and roles of behavior in the organization and peer groups, integrity and discipline, behavior and social of the world faced by adolescents, the perspective of multiple parties towards adolescents, teenagers, the role of language in determining the understanding of the characteristics of teenagers.
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Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Güngör, D. (2020). *The Encyclopedia of Child and Adolescent Development. Wiley,*
- Mohan, L. R., Puri, A., & Kuruvilla, E. (2018). *Block-1 Understanding Childhood and Adolescence. SAGE Publications India Pvt Limited*
- Jackson, S., & Goossens, L. (Eds.). (2020). *Handbook of adolescent development*. Psychology Press.
- Arnett, L. (Ed.). (2016). *Oxford Handbook of Human Development and Culture-an Interdisciplinary Per*. Oxford University Press Incorporated.

PQK7010 Pendidikan Antara Budaya (3 kredit)
Intercultural Education (3 credits)

Sinopsis /Synopsis:

Kursus ini dirancang untuk memperlihatkan peranan pendidikan dalam pembangunan negara sejajar dengan 'belajar hidup bersama dengan tujuan pendidikan UNESCO. Ia membincangkan pendidikan sebagai cara menghargai orang lain. Kursus ini meneroka usaha kerajaan untuk menangani kepelbagaian melalui pendidikan dan menilai integrasi sosial. Ia juga membincangkan kemungkinan cara untuk mempromosikan kohesi sosial melalui pendidikan dengan penekanan terhadap dasar pendidikan, kurikulum, lingkungan pendidikan, latihan guru, teknologi instruksional, bahan pengajaran, bahasa pengajaran, interaksi antara institusi pendidikan dan masyarakat, dan penyelidikan orang asli. Kursus ini bertujuan untuk membolehkan para pelajar mengaplikasikan pengetahuan dan kemahiran mereka dengan mencadangkan penyelesaian konflik sosial dalam konteks mereka.
This course is designed to expose the role of education in nation-building in line with 'learn to live together of UNESCO education purpose. It discusses the education as a way of appreciating others. This course review the efforts of government to address the diversity through education and evaluate social integration. It also analyze differents means of promoting social cohesion through education with the emphasis of education policies, curriculum, education environment, teacher training, instructional technology, teaching materials, teaching language, interaction between educational institution and society, and indigenous research. This course aims enabling the students to apply their knowledge and skills by proposing solution to social conflicts within their contexts
.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Aman, R. (2017). *Decolonising Intercultural Education: Colonial differences, the geopolitics of knowledge, and inter-epistemic dialogue*. Routledge.
- Cinzia Pica-Smith, Carmen N. Veloria, Rina Manuela Contini (2020*), Intercultural Education: Critical Perspectives, Promising Practices, and Contentious Challenges. Nova Science Publishers*
- Portera, A., & Grant, C. (Eds.). (2017). *Intercultural education and competences: Challenges and answers for the global world*. Cambridge Scholars Publishing.
- Inglis, C. (2008). *Planning For Cultural Diversity*. Paris: UNESCO, International Institute For Educational Planning Press.
- Kamar Oniah Kamaruzaman (2010), *Religion and Pluralistic Coexistence: The Muhibah Perspective, Kuala Lumpur: IIUM Press*

PQK7011 Sosiologi Interpretasi Kitab Suci (3 kredit)
Sociology of the Sacred Texts' Interpretation (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk menghubungkaitkan teks suci agama-agama yang berkenaan ke dalam konteks dengan mendedahkan hubungan antara teks dan dinamisme sosial. Ini merangkumi aspek sosial teks untuk merealisasikan kitab-kitab agama yang lebih baik dan implikasinya. Dalam kursus ini, pelajar akan meneroka kepelbagaian pentafsiran terhadap teks dan mengkaji bagaimana penganut agama menarik inspirasi dan bimbingan dari teks suci secara kritis. Kursus ini menganalisis perkaitan tulisan suci dengan kehidupan pendidik dan pelajar dan rohani kontemporari. Ia menekankan beberapa aspek pentafsiran teks seperti metodologi dan implikasinya terhadap tema seperti jantina dan seksualiti, seni dan sains, keganasan dan kedamaian, dan kuasa dan kewibawaan dalam agama sendiri dan juga yang lain. Kursus ini memberi tumpuan untuk menarik minat pendidik dan guru di institusi agama.
This course aims to relate the texts into the contexts by exposing the relationship between texts and social dynamism. It highlights social aspect of texts to better realization of religious scriptures and its

implications. In this course, learners will explore the diversity of interpretations to the texts and review How do adherents of religions draw inspiration and guidance from sacred texts critically. This course analyses relevance of scripture to contemporary public and spiritual lives of educators and students. It emphasises several aspects of interpreting the texts such as methodology and its implications of themes such as gender and sexuality, art and science, violence and peace, and power and authority in own religion as well as other. This course focus on attracting the educators and teachers in religious institutions.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Sinai, N. (2017). *Rāzī: Master of Qurʾānic Interpretation and Theological Reasoning*, Oxford University Press
- Abu Zayd, N. H. (2018). *Critique of Religious Discourse. Naqd al-Khitab al-Dini.*
- Edis, T. (2016). *Islam Evolving: Radicalism, Reformation, and the Uneasy Relationship with the Secular West*. Prometheus Books.
- Akbar, A., & Saeed, A. (2019). *Contemporary Approaches to the Qurʾan and its Interpretation in Iran*. Routledge.
- Riddell, P. G. (2017). *Malay Court Religion, Culture and Language: Interpreting the Qurʾān in 17th Century Aceh*. Brill.

PQK7012 Falsafah Nilai dan Akhlak untuk Pendidikan (3 kredit)
Philosophy of Value and Akhlaq for Education (3 credits)

Sinopsis /Synopsis:

Kursus ini memfokuskan 3 perkara utama iaitu (i) pembentukan dan perkembangan sistem pendidikan berasaskan nilai dan akhlak yang diamalkan di dunia seacra amnya dan di Malaysia secara khususnya. Perbincangan dan pembentangan Falsafah Nilai dan Akhlak ini akan melibatkan penganalisaan terhadap karya-karya tokoh seperti al-Ghazali, Ibn Miskawaih, al-Zarnuji, Ibn Jamaah, Ibn Sina, al-Farabi, dan ramai beberapa tokoh dari Barat sebagai bahan perbandingan. Isu ke-2 dalam subjek ini yang dianggap penting juga ialah perbandingan aliran falsafah NIlai dan Akhlak yang sesuai dibincangkan dalam konteks sosio-budaya di Malaysia. Perbandingan ini dikira penting dalam konteks Malaysia, kerana ia dicitrakan oleh pelbagai pemikiran nilia dan akhlak, khas dalam pengamalan Islam dan selainnya. Analisis terhadap nilai dan akhlak akan dilakukan dalam kursus ini melibatkan gabung jalin penyelidikan pensyarah dan tugasan pelajar untuk memberi pengamalan bagaimana memproses dan menganalis dalam bidang falsafah pendidikan.
This course focuses on 3 main matters, namely (i) the formation and development of a value-based education system that is practiced in the world of Seacra and in Malaysia in particular. The discussion and presentation of philosophy this value and moral will involve a analysis on the works of his figures such as Al-Ghazali, Ibn Miskawaih, al-Zarnuji, Ibn Jamaah, Ibn Sina, Al-Farabi, and many of the western figures of the West as a comparative substance. The 2nd issue in this subject is deemed to be significant as a comparison of the same Value philosophy and moral Values discussed in the context of socio-cultural in Malaysia. This comparison is important in Malaysia's context, as it is classified by various nilia and moral thinking, specially in Islamic practice and otherwise. Analysis of value and moral will be done in this course involving research on lecturers and student assignments to provide practice how to process and analyze the field of education.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu
Medium of instruction *: Malay*

Rujukan Utama:
Main references:

- Adian Husaini. (2006). *Wajah peradaban barat*. Bandung: Gema Insani.
- Robert Ulich. (2016). *Philosophy of Education.* New York: American Book Company.
- Mok Soon Sang. (2010). *Falsafah dan pendidikan di Malaysia.* Kuala Lumpur: Megah Publications.
- Redja Mudyaharjo (2015). *Pengantar Pendidikan.* Jakarta. Pustaka Pelajar.
- Hamid Darmadi. (2016). *Pengantar Pendidikan: Konsep Dasar, Strategi dan Amalan.* Jakarta. ALFABETA
- Wan Mohd Nor Wan Daud. (1998). *The educational philosophy practice of Syed Muhammad Naquib al-Attas.* Kuala Lumpur: ISTAC.

PQK7013 Isu-Isu Falsafah dalam Pendidikan di Malaysia *(3 kredit)*
Philosophical Issues on Education in Malaysia (3 credits)

Sinopsis /Synopsis:

Kursus ini akan memberi tumpuan terhadap perbincangan yang bersifat falsafah (contohnya isu; Kekeliruan Sumber Ilmu, Kecelaruan Minda, Keseimbangan Emosi dan Jasmani, Pembangunan Spiritual individu khususnya murid dan guru dalam Pendidikan). Isu-isu pemikiran falsafah ini akan diolah secara kritikal untuk mendapatkan respon pelajar yang datang dalam pelbagai bentuk pengalaman akademik, social dan agama. Percambahan minda kemungkinan akan membentuk pemikiran logical yang sihat dan akan membantu proses pendidikan di Malaysia. Aliran falsafah Islam, Timur dan dan Barat akan diulas dalam bentuk isu-isu yang melibatkan kemanusiaan dan pendidikan. Akhirnya sekali, tujuan utama kursus ini ialah melihat penghayatan FPK, sejauhmana ia dihayati oleh rakyat dan komuniti pendidikan di Malaysia,
This course will focus on the discussion of the philosophy (e.g. issues; Confusion of knowledge, mind disorders, emotional and physical balance, individual Spiritual development especially pupils and teachers in education). The issues of this philosophy will be reworked critical to the response of students who come in various forms of academic, social and religious experiences. Mindset is likely to form a healthy thinking of logical and will assist in the education process in Malaysia. The flow of Islamic, Eastern and and Western philosophy will be reviewed in the form of issues involving humanity and education. Finally, the main purpose of this course was to see the appreciation of the NPE, which was internalized by the people and education community in Malaysia,

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris/ Bahasa Arab
Medium of instruction *: Malay/ English/ Arabic*

Rujukan Utama:
Main references:

- Dzulkifli Abdul Razak & Rosnani Hasyim (2020). *Pentafsiran baru Falsafah Pendidikan Kebangsaan dan Pelaksanaannya Pasca 2020*. Gombak. IIUM Press.
- Zakaria Kasa (2002) *Pengantar Falsafah Pendidikan*. Kuala Lumpur. Penerbit Fajar Bakti.
- Kementerian Pelajaran Malaysia (2004). *Pukal Latihan KBSM*. Putrajaya.
- Hasmalina & Siti Hawa (2015). *Filsafat Pendidikan*. Jakarta. Universitas Sriwijaya.
- Jana Mohr Lone (2012). *Philosophy and Education.* UK. Amazon Press.

PQK7014 Pengantar Falsafah Pendidikan *(3 kredit)*
Introduction Philosophical of Education (3 credits)

Sinopsis /Synopsis:

Kursus ini akan membincangkan serta membuat perbandingan unsur-unsusr serta perspektif yang wujud dalam sitem pendidikan di Malaysia. Perbandingan berkaitan dengan falsafah akan menggunakan falsafah dari sudut pandangan Islam, Timur dan Barat. Kursus ini juga akan membuat analisis perbandingan sistem falsafah yang digunapakai dahulu dan sekarang. Perbincangan berkaitan

penyelesaian kepada persoalan falsafah boleh diselesaikan dengan membahaskannya mengikut perspektif agama dan pemikiran juga akan dibincangkan dalam kursus ini.
This course will discuss and compare the elements and perspectives that exist in the education system in Malaysia. Comparisons related to philosophy will use philosophy from an Islamic, Eastern and Western perspective. This course will also make a comparative analysis of the philosophical systems used then and now. Discussions related to solutions to philosophical questions can be resolved by debating them according to religious and thought perspectives will also be discussed in this course.\

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris/ Bahasa Arab
Medium of instruction *: Malay/ English/ Arabic*

Rujukan Utama:
Main references:

- Adian Husaini. (2006). *Wajah peradaban barat*. Bandung: Gema Insani.
- Robert Ulich. (2016). *Philosophy of Education.* New York: American Book Company.
- Mok Soon Sang. (2010). *Falsafah dan pendidikan di Malaysia.* Kuala Lumpur: Megah Publications.
- Redja Mudyaharjo (2015). *Pengantar Pendidikan.* Jakarta. Pustaka Pelajar.
- Hamid Darmadi. (2016). *Pengantar Pendidikan: Konsep Dasar, Strategi dan Amalan.* Jakarta. ALFABETA
- Wan Mohd Nor Wan Daud. (1998). *The educational philosophy practice of Syed Muhammad Naquib al-Attas.* Kuala Lumpur: ISTAC.

PQK7015 Perbahasan Epistemologi dari Perspektif Islam dan Barat *(3 kredit)*
Epistemology Debate From Islamic And Western Perspectives (3 credits)

Sinopsis /Synopsis:

Kursus ini akan memberi tumpuan terhadap pemahaman asas epistemologi terhadap dunia pendidikan dan budaya ilmu. Aspek-aspek perbandingan isme-isme utama dalam falsafah pendidikan sama ada dalam aliran Barat Tradisional, Barat Moden, Timur dan Islam akan dibincang. Kemunasabahan perbandingan sudut epistemologi dalam pendidikan menurut Islam dan Barat kerana kedu-dua blok peradaban ini mempunyai kerangka epistemological yang berbeza. Para pendidika dirasakan perlu mendalami dan menghayatinya untuk diaplikasikan dunia pendidikan. Aspek perbandingan ini amat penting dititikberatkan perbincangannya terutama dari aspek perbandingan dalam pembentukan objektif pelajaran, kurikulum dan dasar. Perbincangan akan turut menyentuh isu-isu autoriti guru, konsep ilmu dan pendidikan dalam aspek perbandingan kritis dari kedua-dua perspektif.
This course will focus on the basic understanding of epistemology in the world of education and knowledge culture. The comparative aspects of the main ISM in education philosophy either in the traditional Western, modern Western, eastern and Islamic trends will be discussed. Reasonableness the comparison of epistemology angle in education according to Islam and western because Kedu-dua block of civilization has a different epistemological framework. The students need to pursue and heritages to apply for the world of education. This comparative aspect is important to its deliberations, especially in terms of comparative aspects in the formulation of educational, curriculum and policy objectives. Discussion will also touch the issues of teachers ' authority, the concept of knowledge and education in terms of critical comparison from both perspectives.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris/ Bahasa Arab
Medium of instruction *: Malay/ English/ Arabic*

Rujukan Utama:
Main references:

- Adian Husaini (2005). *Wajah Peradaban Barat: Jakarta*. Gema Insani Press.
- Syamsuddin Aris (2005). *Orientalis, Diabolisme dan Pemikiran*: Jakarta Gema Insani Press.
- Muhsin Mahdi (2014). *Falsafah Sejarah Ibnu Khaldun: Kajian Dasar Falsafah Ilmu dan Budaya*. Kuala Lumpur: Institut Terjemahan Negara.

- Syed Muhammad Naquib al-Attas (2010). *Islam dan Sekularisme*. Kuala Lumpur. ATMA.
- Mujamil Qomar (2008). *Epistemologi Pendidikan Islam*. Jakarta. Penerbit Erlangga.

PQX7010 Projek Penyelidikan *(12 kredit)*
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.
This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition). New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Program/ *Programme*	:	**Sarjana Pendidikan Seni Visual** **Master of Visual Arts Education**
Kod Program / *Programme code*	:	**PQM**
Mod Program / *Programme mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Pendidikan Seni Visual dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree in Visual Art Education with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

3. Ijazah Sarjana Muda Pendidikan dalam bidang Pendidikan Seni Visual dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor of Education Degree in Visual Art Education with CGPA of 2.70 to 2.99 or equivalent

   DAN/*AND*

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

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan professional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dalam bidang Pendidikan Seni Visual dengan PNGK 2.50 – 2.69 atau setaraf
A Bachelor of Education Degree in Visual Art Education with CGPA of 2.50 – 2.99 or equivalent

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa

Qualifications that are approved by the Senate from time to time

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	3 Regular Semesters
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	8 Regular Semesters

B. Separuh Masa / *Part Time*

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*
Tempoh Maksimum	:	12 Semester Biasa
Maximum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Matlamat Program Sarjana Pendidikan Seni Visual adalah untuk menghasilkan graduan yang berpengetahuan dan berkemahiran dalam bidang Pendidikan Seni, mahir dalam penyelidikan dan penerbitan, mempunyai nilai integriti, kemahiran kepimpinan, tanggungjawab sosial dan profesionalisme, untuk menghadapi persekitaran yang berdaya saing, agar dapat menyumbang kepada bidang pendidikan dan pembangunan negara bersesuaian

dengan Revolusi Industri 4.0 dan kelestarian global.
The goal of the Master of Visual Arts Education Program is to produce graduates who are knowledgeable and skilled in the field of Art Education, skilled in research and publishing, have values of integrity, leadership skills, social responsibility and professionalism, to face a competitive environment, in order to contribute to education and national development in line with the Industrial Revolution 4.0 and global sustainability.

5. 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*
PLO 1	Menguasai kaedah, teori, konsep khusus dan kompleks yang berkaitan dengan pengajaran dan pembelajaran bagi memenuhi cabaran keperluan Pendidikan Seni Visual yang bersifat dinamik *Mastering methods, theories, specific and complex concepts related to teaching and learning to meet the challenges of the dynamic needs of Visual Arts Education*
PLO 2	Menilai isu dan keperluan semasa yang berbangkit dalam bidang Pendidikan Seni Visual ke arah penyelesaian berinovatif melalui penguasaan pengetahuan, teknik analitikal dan numerasi. *Assessing current issues and needs arising in the field of Visual Arts Education towards innovative solutions through mastery of knowledge, analytical techniques and numeracy.*
PLO 3	Mengaplikasi kemahiran penyelidikan menggunakan pelbagai kemahiran dan teknik (praktikal, digital dan lain-lain) bagi memantapkan pengetahuan serta amalan pengajaran dan pembelajaran Pendidikan Seni Visual *Applying research skills by using various skills and techniques (practical, digital and others) to strengthen the knowledge and practice of teaching and learning of Visual Arts Education.*
PLO 4	Menampilkan kepimpinan berintegriti dan inovatif menerusi kolaborasi dengan pelbagai pemegang taruh bagi mengembangkan disiplin ilmu Pendidikan Seni Visual menepati keperluan semasa *Demonstrating integrity and innovative leadership through collaboration with various stakeholders to develop the discipline of Visual Arts Education to meet current needs*
PLO 5	Melaksanakan tugas secara individu atau berpasukan dengan menerapkan kemahiran komunikasi dan interpersonal dalam persekitaran Pendidikan Seni. *Performing tasks individually or collectively by applying communication and interpersonal skills in an Art Education environment.*
PLO 6	Mempraktikkan etika dan amalan terbaik secara profesional dalam pengajaran dan pembelajaran serta penyelidikan Pendidikan Seni Visual *Practicing ethics and best practices professionally in the teaching and learning and research of Visual Arts Education*
PLO 7	Mempamerkan sikap positif dan komitmen tinggi dalam pembelajaran sepanjang hayat dengan menggabungkan elemen keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang Pendidikan Seni Visual *Demonstrate positive attitudes and high commitment in lifelong learning by combining entrepreneurial elements to meet the needs and professional development of the field of Visual Arts Education.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi enam belas (16) kredit bagi kursus teras, lima belas (15) kredit elektif dan dua belas (12) 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-three (43) credit that involves sixteen (16) credit of core courses, fifteen (15) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4 kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQM7001	Paradigma Penyelidikan Pendidikan Seni Visual *Paradigm of Visual Arts Education Research*	3 kredit *credits*
PQM7002	Reka Bentuk Kurikulum dalam Pendidikan Seni Visual *Curriculum Design in Visual Art Education*	3 kredit *credits*

Kursus Elektif (Pilih 5) / *Elective Courses (Select 5)*

PQM7003	Pentaksiran dan Penilaian dalam Pendidikan Seni Visual *Assessment and Evaluation in Visual Arts Education*	3 kredit *credits*
PQM7004	Perkembangan Kanak-Kanak dalam Seni Visual *Children's Development in Visual Arts*	3 kredit *credits*
PQM7005	Psikologi Seni *Psychology of Art*	3 kredit *credits*
PQM7006	Seminar Pendidikan Seni Visual *Visual Arts Education Seminar*	3 kredit *credits*
PQM7007	Multimedia dalam Pendidikan Seni Visual *Multimedia in Visual Arts Education*	3 kredit *credits*
ROD7002	Teori Seni Rupa *Visual Arts Theories*	3 kredit *credits*
ROD7004	Seni Rupa Malaysia *Malaysian Art*	3 kredit *credits*
ROD7005	Seni Rupa Moden Asia Tenggara *Southeast Asian Modern Art*	3 kredit *credits*
PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for research in education*	3 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN SENI VISUAL
MASTER OF VISUAL ARTS EDUCATION

Tahun	Komponen	Semester I			Semester II		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**KURSUS WAJIB**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4
	KURSUS TERAS DISIPLIN	PQM7001	Paradigma Penyelidikan Pendidikan Seni Visual Paradigm of Visual Arts Education Research	3	PQM7002	Reka Bentuk Kurikulum dalam Pendidikan Seni Visual *Curriculum Design in Visual Art Education*	3
	KURSUS ELEKTIF (pilih 4 daripada 7 kursus)	PQM7004	Perkembangan Kanak-Kanak dalam Seni Visual *Children's Development in Visual Arts*	3	PQM7006	Seminar Pendidikan Seni Visual *Visual Arts Education Seminar*	3
		PQM7005	Psikologi Seni *Psychology of Art*	3	PQM7007	Multimedia dalam Pendidikan Seni Visual *Multimedia in Visual Arts Education*	3
		ROD7002	Teori Seni Rupa *Visual Arts Theories*	3			
		ROD7005	Seni Rupa Moden Asia Tenggara *Southeast Asian Modern Art*	3			
		ROD7004	Seni Rupa Malaysia *Malaysian Art*	3			
	KERTAS PROJEK				PQX7010	Projek Penyelidikan *Research Project*	6
	JUMLAH KREDIT			**15**			**19**

Tahun	Komponen	Semester I			Semester II		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**KURSUS WAJIB**						
	TERAS DISIPLIN						
	KURSUS ELEKTIF (pilih 1 daripada 2)	PQX7001	Statistik Untuk Penyelidikan Dalam Pendidikan *Statistics For Research In Education*	3			
		PQM7003	Pentaksiran dan Penilaian dalam Pendidikan Seni Visual *Assessment and Evaluation in Visual Arts Education*	3			
	KERTAS PROJEK	PQX7010	Projek Penyelidikan *Research Project*	6			
	JUMLAH KREDIT			9			
	Jumlah Kredit Keseluruhan			**43**			

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / PART TIME)

SARJANA PENDIDIKAN SENI VISUAL
MASTER OF VISUAL ARTS EDUCATION

Tahun	Komponen	Kod	Semester I Kursus	Kredit	Kod	Semester II Kursus	Kredit
1	**KURSUS WAJIB**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4
	TERAS DISIPLIN	PQM7001	Paradigma Penyelidikan Pendidikan Seni Visual Paradigm of Visual Arts Education Research	3	PQM7002	Reka Bentuk Kurikulum dalam Pendidikan Seni Visual *Curriculum Design in Visual Art Education*	3
	KURSUS ELEKTIF (pilih 1 daripada 2)	PQM7004	Perkembangan Kanak-Kanak dalam Seni Visual *Children's Development in Visual Arts*	3			
		ROD7002	Teori Seni Rupa *Visual Arts Theories*	3			
	JUMLAH KREDIT			9			10

Tahun	Komponen	Kod	Semester I Kursus	Kredit	Kod	Semester II Kursus	Kredit
2	**KURSUS WAJIB**						
	KURSUS ELEKTIF (pilih 4 daripada 7)	PQM7003	Pentaksiran dan Penilaian dalam Pendidikan Seni Visual *Assessment and Evaluation in Visual Arts Education*	3	PQM7007	Multimedia dalam Pendidikan Seni Visual *Multimedia in Visual Arts Education*	3
		PQM7005	Psikologi Seni *Psychology of Art*	3	PQM7006	Seminar Pendidikan Seni Visual *Visual Arts Education Seminar*	3
		ROD7005	Seni Rupa Moden Asia Tenggara *Southeast Asian Modern Art*	3			
		ROD7004	Seni Rupa Malaysia *Malaysian Art*	3			
		PQX7001	Statistik Untuk Penyelidikan Dalam Pendidikan *Statistics For Research In Education*	3			
	KERTAS PROJEK				PQX7010	Projek Penyelidikan *Research Project*	6
	JUMLAH KREDIT			**9**			**9**

Tahun	Komponen	Kod	Semester I Kursus	Kredit	Kod	Semester II Kursus	Kredit
3	**KURSUS WAJIB**						
	TERAS DISIPLIN						
	KURSUS ELEKTIF						
	KERTAS PROJEK	PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			6			
	Jumlah Kredit Keseluruhan			**43**			

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final examination: 30%*

Bahasa Pengantar **:** Bahasa Malaysia/Bahasa Inggeris
Medium of instruction *: Malay Language/English Language*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

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

analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Note:

Kursus Progresif/ *Progressive Course* (P):

6 kredit/ *credits* (P1)
6 kredit/ *credits* (P2)

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQM7001 Paradigma Penyelidikan Pendidikan Seni Visual (3 kredit)
Paradigm of Visual Arts Education Research (3 credits)

Sinopsis/Synopsis:

Kursus ini bertujuan menyediakan pelajar dengan pengetahuan dan kemahiran untuk menjalankan penyelidikan berkaitan bidang Pendidikan Seni Visual. Pelajar akan didedahkan dengan teori, prinsip dan isu penting bidang penyelidikan Pendidikan Seni Visual dalam pelbagai dimensi. Selain itu, beberapa kaedah penyelidikan seperti kajian kes, kajian sejarah, kajian tindakan dan lain-lain digunakan untuk mengkaji isu yang wujud. Pelajar juga akan terlibat dalam projek kecil penyelidikan menggunakan kaedah yang bersesuaian bagi isu yang dipilih dalam bidang Seni Visual

This course aims to provide students with the knowledge and skills to conduct research related to the field of Visual Arts Education. Students will be exposed to the theories, principles and important issues of the field of Visual Arts Education research in various dimensions. In addition, several research methods such as case studies, historical studies, action studies and others are used to study the issues that exist. Students will also be involved in small research projects using methods appropriate to selected issues in the field of Visual Arts

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Moon, S. (2019). *Three approaches to qualitative research through the arts: Narratives of teaching for social justice and community*. Netherlands: Brill.
- Denzin, N. K., & Lincoln, Y. S. (2017). *The SAGE handbook of qualitative research*. Los Angeles: Sage Publications.
- Flick, U. (2020). *Introducing research methodology: Thinking your way through your research project*. Los Angeles: Sage publications.
- Mertens, D. M. (2019). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Los Angeles: Sage Publications.
- Bastos, F., & Zimmerman, E. (eds.) (2015). *Connecting creativity research and practice in art education: Foundations, pedagogies, and contemporary issues*. Reston, VA: NAEA
- Miraglia, Kathy M., & Smilan, Cathy. (Ed.) (2014). *Inquiry in Action: Paradigms, Methodologies, and Perspectives in Art Education Research*. Reston, NJ: NAEA

PQM7002 Reka bentuk Kurikulum dalam Pendidikan Seni Visual (3 kredit)
Curriculum Design in Visual Art Education (3 credits)

Sinopsis/Synopsis:

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. Pelajar berpeluang berfikir secara kreatif bagi membangunkan satu contoh kurikulum untuk Pendidikan Seni Visual di Institusi Pendidikan.

The course involves discussions on art, in particular, from aspects of concepts and issues, examination of art education curriculum models, analysis of factors influencing the planning, selection, compilation and preparation of art curriculum, as well as curriculum evaluation and innovation. Students have the opportunity to think creatively to develop an example curriculum for Visual Arts Education in Educational Institutions.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Muratovski, G., & Vogel, C. (2019). *Teaching and learning design:Research* (Vol. 1). Kuala Lumpur: Intellect Book.
- Marshall, J. , Ledo-Lane, A. McAvoy, E. & Stewart , C. (2019). Integrating the visual arts across the curriculum: An elementary and middle school guide. New York: Teachers College.
- Debrah C. Sickler-Voigt. (2020). Teaching and Learning in Art Education:Cultivating Students' Potential from Pre-K through High School. Routledge
- Babulski, T. (2019). What Art Teachers Us: Reexamining the Pillars of Visual Arts Curricula. Switzerland
- Beudert, L., & McClure, M. (2015). *Curriculum Inquiry and Design for School - and Community-Based Art Education*. Reston, VA: NAEA

KURSUS ELEKTIF (PILIH 5 DARIPADA 9 KURSUS)
ELECTIVE COURSES (CHOOSE 5 FROM 9 COURSES)

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Chua, Y.P. (2020) *Mastering Research Statistics, 2nd Edition. Kuala Lumpur: McGraw Hill*
- Lomax,R.& Vaughn D.L.(2020). *An introduction to statistical concepts. 4th edition*. New York: Routledge.
- Bluman, A.G. (2019*). Elementary statistics: A step by step approach* (9th edition). New York: 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.

PQM7003 Pentaksiran dan Penilaian dalam Pendidikan Seni Visual (3 kredit)
Assessment and Evaluation in Visual Arts Education (3 credits)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membolehkan pelajar membincang dan menganalisis teori-teori interpretasi dalam seni tampak, isu-isu pentaksiran dan penilaian dalam pendidikan seni visual. Pelajar juga akan terlibat dalam proses membina instrumen pentaksiran untuk pentaksiran seni visual dalam konteks keperluan pendidikan Abad ke 21. Pelajar juga akan dapat memahami bentuk soalan dan menganalisis bentuk item soalan yang dipelajari.

This course aims to enable students to discuss and analyze the theories of interpretation in visual arts, issues of assessment and evaluation. Students will also be involved in the process of developing assessment instruments for visual arts assessment in the context of 21st Century educational needs. Students will also be able to understand the question form and analyze the items in the study.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Donovan L, Anderberg, S. (2020). Teacher As Curator: Formative Assessment and Arts-Based Strategies. New York: Teachers College Press.
- Royse, D., Thyer, B. A., & Padgett, D. K. (2015). *Program Evaluation: An Introduction to an Evidence-Based Approach*. Boston, MA: Cengage Learning.
- Paterson, J., Vaughan, A., & Poppy, S. (2017). *Visual arts*. United Kingdom: Oxford University Press.
- Earle, S. (2019). Assessment in the primary classroom: Principles and practice. United Kingdom: Sage publications.

PQM7004 Perkembangan Kanak-Kanak dalam Seni Visual (3 kredit)
Children's Development in Visual Arts (3 credits)

Sinopsis/Synopsis:

Kursus ini meneroka perspektif sejarah dan keadaan semasa tentang perkembangan seni kanak-kanak. Selain itu, ia bertujuan 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 kanak-kanak dalam seni, dan kanak-kanak sebagai pengkritik seni
This course explores historical and current state perspectives on children's artistic development. In addition, it aims to trace the relationship between children's intellectual growth with creative abilities and response to art. Among the main topics discussed were the history and theory of children's art, the characteristics and development of children in art, and children as art critics.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Goodman, M. J. S. (2018). *Children Draw: A Guide to Why, When and How Children Make Art*. United Kingdom: Reaktion Books.
- Neaum, S. (2019). *Child development for early years students and practitioners*. United Kingdom: Sage Publications.
- Joshi, P., & Shukla, S. (2019). *Child development and education in the twenty-first century*. Singapore: Springer Singapore.
- Wright, S. (2015). *Children, meaning-making and the arts*. Australia: Pearson Australia.
- 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.

PQM7005 Psikologi Seni (3 kredit)
Psychology of Art (3 credits)

Sinopsis/Synopsis:

Kursus ini memberi pendedahan kepada pelajar tentang topik dalam psikologi seni seperti permasalahan seni, seni dan persepsi, pemikiran kreatif dalam seni, seni dan simbolisme perkaitan seni dan kognisi, ekspresi gambaran kanak-kanak dan penganalisisan tentang kriteria kecenderungan dan penilaian estetika. Kursus ini turut membincangan tentang isu utama psikologi seni dalam konteks pendidikan seni semasa.
This course exposes students to topics in art psychology such as art problems, art and perception, creative thinking in art, art and symbolism of art and cognition relevance, expression of children's imagery and analysis of tendencies and aesthetic evaluation. The course also discusses key issues of art psychology in the context of current art education.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Wilkinson, R. A., & Chilton, G. (2017). *Positive Art Therapy Theory and Practice: Integrating Positive Psychology with Art Therapy*. United Kingdom: Taylor & Francis.
- Weir, C., & Mandes, E. (2017). *Interpreting visual art: A survey of cognitive research about pictures*. New York: Routledge.
- Roald, T. (2015). *The Subject of Aesthetics: A psychology of art and experience*. Netherlands: Brill.
- Hunter, A. D., Heise, D., & Johns, B. H. (2018). *Art for Children Experiencing Psychological Trauma: A Guide for Art Educators and School-Based Professionals*. New York: Routledge.
- Tinio, P. P. L., & Smith, J. K. (2017). *The Cambridge Handbook of the Psychology of Aesthetics and the Arts*. United Kingdom: Cambridge University Press.
- 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. Teachers College Columbia University Press: NY

PQM7006 Seminar Pendidikan Seni Visual (3 kredit)
Visual Arts Education Seminar (3 credits)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk membantu pelajar mengkonsepsi dan menyediakan satu cadangan penyelidikan. Pelajar akan dibimbing mencari dan mempersembahkan bukti pembacaan yang sesuai supaya dapat menguasai isu kajian yang dipilih. Berasaskan satu struktur proses yang disediakan, pelajar bekerja mengikut jadual untuk menghasilkan satu rancangan penyelidikan, dan membentangkannya untuk penilaian pakar dan rakan sebaya.
This course aims to help students conceptualize and prepare a research proposal. Students will be guided to find and present appropriate reading evidence in order to master the selected research issues. Based on a process structure provided, students work according to a schedule to produce a research plan, and present it for expert and peer evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Leavy, P. (2020). *The Oxford Handbook of Qualitative Research*. United Kingdom: Oxford University Press.
- Tracy, S. J. (2019). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. United States: Wiley.
- Swaminathan, R., & Mulvihill, T. M. (2018). *Teaching Qualitative Research*. New York: Guilford Publications.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Los Angeles: Sage publications.
- Daniel, B. K., & Harland, T. (2017). *Higher education research methodology: A step-by-step guide to the research process*. New York: Routledge.
- Moon, S. (2019). *Three approaches to qualitative research through the arts: Narratives of teaching for social justice and community*. Netherlands: Brill.
- Flick, U. (2020). *Introducing research methodology: Thinking your way through your research project*. Los Angeles: Sage publications.
- Bastos, F., & Zimmermae, E. (Eds.) (2015). *Connecting creativity research and practice in art Education: Foundations, pedagogies, and contemporary issues*. Reston, VA: NAEA

PQM7007 Multimedia dalam Pendidikan Seni Visual (3 kredit)
Multimedia in Visual Arts Education (3 credits)

Sinopsis/Synopsis:

Kursus ini bertujuan memberi pengalaman kepada pelajar supaya dapat memahami elemen multimedia yang menjadi asas pengetahuan teknikal yang lebih berastuktur. Pelajar akan membangunkan produk multimedia interaktif bagi bidang Pendidikan Seni Visual berasaskan kepada gabungan teori dan kemahiran teknikal yang dipelajari dalam kursus ini. Piawaian dan keserasian setiap komponen multimedia akan diberi penekanan. Antara topik yang dipelajari ialah peranan teks dalm seni persembahan grafik , falsafah, model dan inovasi bagi produksi grafik, penerbitan video pendidikan, interaktif video dalam pengajaran dan penggunaan media baru menerusi Apss.
This course aims to provide experience for students to be able to understand the elements of multimedia that are the basis of a more structured technical knowledge. Students will develop interactive multimedia products for the field of Visual Arts Education based on a combination of theory and technical skills learned in this course. The standards and compatibility of each multimedia component will be emphasized. Among the topics studied were the role of text in graphic performance art, philosophy, model and innovation for graphic production, educational video production, video interactive in teaching and the use of new media through Apss.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ 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.*

ROD7002 Teori Seni Rupa (3 kredit)
Visual Arts Theories *(3 credits)*

Sinopsis/Synopsis:

Kursus ini akan mengkaji teori Visual Art dan kaedah yang berbeza yang boleh kita gunakan untuk mentafsir karya seni. Calon akan mengamalkan menulis dengan teori, termasuk memfokuskan penyelidikan mereka dan mengembangkan soalan tentang seni. Akhirnya, calon akan meneroka pelbagai cara untuk membina tesis atau esei mereka melalui penggunaan teori.
This course will study selected visual arts theories and the different methods we can employ to interpret a piece of artwork. Candidates will practice writing with theory and employ theory effectively to produce a line of questioning in their research that is focused and thorough. Finally, candidates will explore different ways of framing their thesis or essay through the use of theory.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Peter Barry, Beginning Theory. *An introduction to Literary and Cultural Theory (Manchester: Manchester UP, 2017)*
- Laurie Schneider Adams, *The Methodologies of Art* (New York: Editions West View Press, 2019)
- Vincent B. Leitch, *The Norton Anthology of Theory and Criticism* (New York & London: W.W. Norton Company, 2018)
- Paul Smith, Carolyn Wilde, *A Companion to Art Theory* (London: Blackwell, 2007)
- Gillian Rose, *Visual Methodologies: An Introduction to Researching with Visual Materials* (London: Sage Publication, 2016)
- Diana Newall and Grant Pooke, *Art History: The Basics* (London: Routledge, 2020)

ROD7004 Seni Rupa Malaysia (3 kredit)
Malaysian Art *(3 credits)*

Sinopsis/Synopsis:

Kursus ini memperkenalkan pelajar kepada artis dan kumpulan seni utama dalam seni Malaysia. Ia mengesan kemunculan dan perkembangan seni rupa Barat di Malaysia dari tahun 1920-an hingga kini. Ia meliputi seni lukisan, arca, cetakan, installasi, fotografi dan multimedia. Ia mengaitkan perkembangan seni ini kepada pelbagai konteks seperti nasionalisme, tradisi, moderniti, kebudayaan dan identiti.
This course introduces students to key artists and art groups in Malaysian art. It traces the emergence and development of Western art practice in Malaysia from the 1920s to the present. It covers painting, sculpture, printmaking, installation, photography and multimedia works. It relates these practices to various contexts such as nationalism, tradition, modernity, culture and identity.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Sabapathy, T. K. ed. (1994). *Vision and Idea: Re-looking Modern Malaysian Art*. Kuala Lumpur: Dewan Pustaka dan Budaya.

- Khairuddin and Yong, eds., (2012). *Imagining Identities: Narratives in Malaysian Art. Vol. 1*. Kuala Lumpur: Rogue Art.
- Khairudin and Yong, eds. (2013). *Reactions – New Critical Strategies: Narratives in Malaysian Art. Vol. 2*. Kuala Lumpur: Rogue Art.
- Abu Talib Ahmad, (2015). *Museums, History and Culture in Malaysia*. Singapore: NUS Press, 2015.
- Khairudin and Yong, eds. (2016). *Infrastructures: Narratives in Malaysian Art. Vol. 3.* Kuala Lumpur: Rogue Art.
- Khairudin, N.H. et. al, eds. (2019). *Perspectives: Narratives in Malaysian Art. Vol. 4*. Kuala Lumpur: Rogue Art.

ROD7005 Seni Rupa Moden Asia Tenggara (3 kredit)
Southeast Asian Modern Art (3 credits)

Sinopsis/Synopsis:

Kursus ini menyelidiki seni berkaitan dengan konteks sosial, politik dan ekonomi di Asia Tenggara dari hari ke-19 - sekarang, dengan fokus pada naratif 'duniawi'. Kami akan meneroka seni moden Asia Tenggara berkaitan dengan dan dibandingkan dengan budaya seni yang muncul dari Globalisasi (Imperialisme Barat dan Neo-Liberalisme) dan Dunia Ketiga. Kursus ini terdiri daripada tiga bahagian yang berkaitan, yang bertujuan untuk menjadikan 'bingkai tafsiran tempatan kelihatan' walaupun kita menceritakan kisah seni Asia Tenggara dari perspektif global.

Pertama-tama kita akan mengkaji idea-idea mengenai pertumbuhan bandar, perkembangan teknologi, yang lain melalui seni pada abad ke-19, untuk memastikan bagaimana peristiwa-peristiwa bersejarah tertentu - kolonialisme, perlawanan politik, dan pencerahan - membentuk avant-garde, budaya visual, dan gerakan popular. Analisis sejarah akan digabungkan dengan pengenalan pelbagai pendekatan yang digunakan dalam penafsiran seni dan seni bina.

Komponen kedua melihat seni dan seni bina yang berkembang berikutan kemerosotan dan kejatuhan kerajaan. Perkaitan erat antara seni dan konsep kebangsaan menandakan tempoh ini. Walaupun begitu, seniman tidak selalu sepakat dengan ideologi panduan atau bentuk gaya apa yang seharusnya. Pandangan berbeza antara kosmopolitanisme / nativisme, kemodenan / tradisi, realisme / pengabstrakan, kemajuan / pemulihan struktur antinomies seni dan seni bina 'Debat Besar' pada zaman ini.

Kursus ini diakhiri dengan cabaran seni ke arah paradigma moden yang bermula sekitar tahun 1970-an. Perbezaan jantina dan seksual, identiti budaya, globalisasi, digital dan politik lokaliti menjadi perhatian penting dalam pembuatan seni. Sebilangan besar masalah ini juga telah mengubah cara seni dipersembahkan, di mana ia ditunjukkan, dan juga kemunculan kurator sebagai pembicara baru untuk seni. Pergeseran ini dijelaskan dengan istilah 'kontemporari'. Kami akan mengkaji kontemporari berkaitan dengan warisan moden mengenai amalan seni terkini.

This course investigates art in relation to the social, political and economic contexts of Southeast Asia from the 19th – present day, focusing on narratives of 'worlding'. We will explore modern art of Southeast Asia in connection with and in comparison to artistic cultures that emerged from Globalisation (Western Imperialism and Neo-Liberalism) and the Third World. The course is made up of three related sections, which aims to make 'local interpretive frames visible' even as we tell the story of Southeast Asian art from a global perspective.

We will firstly examine ideas about urban growth, technological developments, encountering the other through the arts in the 19th century, to ascertain how specific historical events – colonialism, political resistance, and enlightenment – shaped the avant-garde, visual culture, and popular movements. Historical analysis will be combined with an introduction of various approaches used in the interpretation of art and architecture.

The second component looks at art and architecture that developed following the decline and fall of empire. A close association between art and concept of nationhood marks this period. Nevertheless, artists were not always in agreement what the guiding ideologies or stylistic forms should be. The dissenting views between cosmopolitanism/nativism, modernity/tradition, realism/abstraction, progress/recovery structure the antinomies of art and architectural 'Great Debates' of this period.

The course concludes with artistic challenges towards the modernist paradigm beginning around the 1970s. Gender and sexual difference, cultural identity, globalisation, digital and politics of locality became important concerns in the making of art. Many of these concerns have also changed the way art is presented, where it is shown, as well as the emergence of the curator as a new interlocutor for art. These shifts are described.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Roger Nelson. 2019. *Modern Art of Southeast Asia: Introductions from A to Z*. Singapore: National Gallery of Singapore.
- Chang Jiat Hwee and Imran bin Tajudeen (Eds). 2019. *Southeast Asia's Modern Architecture: Questions of Translation, Epistemology, and Power*. Singapore. NUS Press. [In Library]
- Yvonne Low, Roger Nelson, Clare Veal (eds). 2019. *SOUTHEAST OF NOW: Directions in Contemporary and Modern Art in Asia (Special Issue: Gender in Southeast Asian Art Histories)* 3:1 [https://muse.jhu.edu/issue/40144]
- Stephen Whiteman, Sarena Abdullah, Yvonne Low and Phoebe Scott (eds). 2018. *Ambitious Alignments: New Histories of Southeast Asian Art, 1945–1990*. Sydney: Power Publications.
- 2018. 'Terminologies of "Modern" and "Contemporary" "Art" in Southeast Asia's Vernacular Languages: Indonesian, Javanese, Khmer, Lao, Malay, Myanmar/Burmese, Tagalog/Filipino, Thai and Vietnamese.' In *SOUTHEAST OF NOW: Directions in Contemporary and Modern Art in Asia* 2:2, 65-95 [https://muse.jhu.edu/article/707954]
- Zhuang Wubin. 2016. *Photography in Southeast Asia: A Survey.* Singapore: NUS Press. [In Malaysia Design Archive]
- Low Sze Wee (ed). 2015. *Between Declaration and Dreams: Art of Southeast Asia since the 19th Century*. Singapore: National Gallery of Singapore.
- Michelle Antoinette. 2015. *Reworlding Art History: Ecounters with Contemporary Southeast Asian Art after 1990*. Leiden: Brill.

Additional Anthologies and Surveys:

- Ian Mrazek. 2019. *Wayang and Its Doubles. Javanese Puppet Theatre, Television and the Internet*. Singpoare: NUS Press.
- Charles Green and Anthony Gardner. 2016. *Biennials, Triennials, and documenta.* London: Wiley Blackwell.
- Nora Taylor & Boreth Ly (eds). 2012. *Modern and Contemporary Southeast Asian Art, An Anthology*. Ithaca, US: SEAP, Cornell University Press.
- Tilman Baumgartel (Ed). 2012. *Southeast Asian Independent Cinema*. Singapore: NUS Press.
- Cheah Hwei-Fe'n. 2010. *Phoenix Rising: Narratives in Nyonya Beadwork from the Straits Settlements.* Singapore: NUS Press.
- Duang Fang Lu. 2010. *Third World Modernism: Architecture, Development and Identity*. London: Routledge.
- Nora Annesley Taylor. 2009. *Painters of Hanoi: An Ethnography of Vietnamese Art.* Singapore: NUS Press.
- John Clark, Maurizio Peleggi, TK Sabapathy (Eds). 2006. *Eye of the Beholder: Reception, Audience, and Practice of Modern Asian Art*. Sydney: Wild Peony.
- John Clark (ed). 1993. Modernity in Asian Art. Sydney: Wild Peony.

Program/ *Programme*	:	**Sarjana Pendidikan Jasmani dan Kesihatan** ***Master of Physical and Health Education***
Kod Program / *Programme code*	:	**PQO**
Mod Program / *Programme mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Sains Sukan/Pendidikan Jasmani dan Kesihatan dengan PNGK 3.00 atau setaraf
   A Bachelor of Physical and Health Education Degree with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan mengajar dalam bidang berkaitan yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dalam bidang berkaitan dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

3. Ijazah Sarjana Muda Pendidikan dalam bidang Sains Sukan/Pendidikan Jasmani dan Kesihatan dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor of Bachelor of Education in Sports Science/Physical Education and Health with CGPA of 2.70 to 2.99 or equivalent

   DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan professional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dalam bidang Sains Sukan/Pendidikan Jasmani dan Kesihatan dengan PNGK 2.50 hingga 2.69 atau setaraf

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan, atau
Experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	*3 Regular Semesters*
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	*8 Regular Semesters*

B. Separuh Masa / *Part Time*

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*
Tempoh Maksimum	:	12 Semester Biasa
Maximum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Matlamat Program Sarjana Pendidikan Jasmani dan Kesihatan adalah untuk menghasilkan graduan yang dinamik dan reflektif yang berupaya memantau dan memperbaiki amalan mereka serta boleh mengaplikasi pengetahuan praktikal, teori pendidikan, penyelidikan dan pengetahuan Pendidikan Jasmani dan Kesihatan

untuk menyelesaikan masalah yang berkaitan dengan bidang Pendidikan Jasmani dan Kesihatan.
The goal of the Master's Program in Physical and Health Education is to produce dynamic and reflective graduates who are able to monitor and improve their practice and can apply practical knowledge, educational theory, research and knowledge of Physical Education and Health to solve problems related to the field of Physical Education and Health.

5. 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*
PLO 1	Menganalisis dan mensintesis pengetahuan lanjutan secara kritis dan pengetahuan yang muncul dari penyelidikan yang berkaitan dengan pengajaran dan pembelajaran dalam menghadapi cabaran kurikulum Pendidikan Jasmani dan Kesihatan yang dinamik. *Critically analyse and synthesise advanced knowledge and those emerging from research that are related to teaching and learning of physical and health education in meeting the challenges of a dynamic curriculum*
PLO 2	Menilai senario yang muncul dan menyelesaikan secara inovatif masalah berkaitan Pendidikan Jasmani dan Kesihatan yang menunjukkan penguasaan pengetahuan, menggabungkan teknik analitik dan numerik yang maju. *Evaluate emerging scenarios and innovatively solve related to the physical and health education's issues demonstrating mastery of knowledge, incorporating advanced analytical and numerical techniques.*
PLO 3	Mengatur dan menjalankan penyelidikan berdasarkan hasil menggunakan pelbagai teknik, termasuk teknologi digital untuk memperkukuhkan pengetahuan dan amalan pengajaran dan pembelajaran Pendidikan Jasmani dan Kesihatan. *Organise and conduct outcomes-based research employing various techniques, including digital technology to strengthen the knowledge and practices on teaching and learning of physical and health education.*
PLO 4	Menyesuaikan gaya kepemimpinan yang sesuai dan menunjukkan tanggungjawab dan autonomi dalam suasana pendidikan Jasmani dan Kesihatan yang dinamik. *Adapt suitable leadership styles and demonstrate responsibility and autonomy in dynamic physical and health education setting.*
PLO 5	Komited untuk melaksanakan tugas sama ada secara individu atau melalui pasukan pelbagai disiplin dengan kemahiran komunikasi dan interpersonal yang baik dalam persekitaran Pendidikan Jasmani dan Kesihatan, dan organisasi. *Commit to delivering tasks either individually or through multi- disciplinary teams with good communication and interpersonal skills in physical and health education and organisational settings.*
PLO 6	Memenuhi standard pengajaran dan penyelidikan profesional dalam Pendidikan Jasmani dan Kesihatan untuk meningkatkan imej profesion setiap masa. *Fulfil professional teaching and research standards in physical and health education to enhancing the image of the profession at all times.*
PLO 7	Memperlihatkan sikap yang positif dan komitmen terhadap pembelajaran sepanjang hayat dengan pemikiran keusahawanan sebagai tindak balas terhadap dunia Pendidikan Jasmani dan Kesihatan yang berubah dan untuk kemajuan profesional. *Exhibit positive attitude and commitmen to life-long learning with entrepreneurial mind-set in response to the changing world of physical and health education and for professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi sembilan belas (19) kredit bagi kursus teras, dua belas (12) kredit elektif dan dua belas (12) 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-three (43) credit that involves nineteen (19) credit of core courses, twelve (12) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4	kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12	kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQO7001	Kurikulum Dalam Pendidikan Jasmani Dan Kesihatan *Curriculum in Physical and Health Education*	3	kredit *credits*
PQO7002	Isu kontemporari Pendidikan Jasmani dan Kesihatan *Contemporary Issues in Physical and Health Education.*	3	kredit *credits*
PQO7003	Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan *Measurement and Evaluation in Physical and Health Education*	3	kredit *credits*

Kursus Elektif (Pilih 4) / *Elective Courses (Select 4)*

PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for research in education*	3	kredit *credits*
PQO7004	Biomekanik Sukan Lanjutan *Advanced Sports Biomechanics*	3	kredit *credits*
PQO7005	Pembelajaran Motor dan Psikologi Sukan Motor *Learning and Sport Psychology*	3	kredit *credits*
PQO7006	Anatomi dan Fisiologi Senaman *Anatomy and Exercise Physiology*	3	kredit *credits*
PQO7007	Pentadbiran Pendidikan Jasmani dan Sukan di Institusi Pendidikan *Administration of Physical Education and Sport in Institutioni of Education*	3	kredit *credits*
PQO7008	Kinesiologi *Kinesiology*	3	Kredit *credits*
PQO7009	Teori dan Amalan Gaya Hidup Sihat *Theories and Practices of Healthy Lifestyle*	3	kredit *credits*
PQC7010	Pendidikan STEM *STEM Education*	3	kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN JASMANI DAN KESIHATAN
MASTER OF PHYSICAL AND HEALTH EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Wajib**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Kursus Teras Disiplin	PQO7001	Kurikulum Dalam Pendidikan Jasmani Dan Kesihatan *Curriculum in Physical and Health Education*	3	PQO7002	Isu kontemporari Pendidikan Jasmani dan Kesihatan *Contemporary Issues in Physical and Health Education*	3			
		PQO7003	Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan *Measurement and Evaluation in Physical and Health Education*	3						
	Kursus Elektif (Pilih dua dari lima kursus)	PQO7006	Anatomi dan Fisiologi Senaman *Anatomy and Exercise Physiology*	3	PQC7010	Pendidikan STEM *STEM Education*	3			
		PQO7004	Biomekanik Sukan Lanjutan *Advanced Sports Biomechanics*	3	PQO7005	Pembelajaran Motor dan Psikologi Sukan Motor *Learning and Sport Psychology*	3			
					PQO7009	Teori dan Amalan Gaya Hidup Sihat *Theories and Practices of Healthy Lifestyle*	3			
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			12			19			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**Kursus Elektif (pilih dua)**	PQO7008	Kinesiologi *Kinesiology*	3						
		PQX7001	Statistik Untuk Penyelidikan Dalam Pendidikan *Statistics For Research In Education*	3						
		PQO7007	Pentadbiran Pendidikan Jasmani dan Sukan di Institusi Pendidikan *Administration of Physical Education and Sport in Institution of Education*	3						
	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			12						
Jumlah kredit keseluruhan				43						

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN JASMANI DAN KESIHATAN
MASTER OF PHYSICAL AND HEALTH EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Wajib**	POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX 7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Teras Disiplin	PQO7001	Kurikulum Dalam Pendidikan Jasmani Dan Kesihatan *Curriculum in Physical and Health Education*	3	PQO7002	Isu kontemporari Pendidikan Jasmani dan Kesihatan *Contemporary Issues in Physical and Health Education*	3			
	Elektif (pilih 2 dari 5 kursus)	PQO7006	Anatomi dan Fisiologi Senaman *Anatomy and Exercise Physiology*	3	PQO7009	Teori dan Amalan Gaya Hidup Sihat *Theories and Practices of Healthy Lifestyle*	3			
		PQO7004	Biomekanik Sukan Lanjutan *Advanced Sports Biomechanics*	3						
		PQO7007	Pentadbiran Pendidikan Jasmani dan Sukan di Institusi Pendidikan *Administration of Physical Education and Sport in Institution of Education*	3						
	Jumlah Kredit			9			13			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**Teras Disiplin**	PQO7003	Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan *Measurement and Evaluation in Physical and Health Education*	3						
	Elektif (pilih 2 dari 4)	PQX7001	Statistik Untuk Penyelidikan Dalam Pendidikan *Statistics For Research In Education*	3	PQC7010	Pendidikan STEM *STEM Education*	3			
		PQO7008	Kinesiologi *Kinesiology*	3	PQO7009	Teori dan Amalan Gaya Hidup Sihat *Theories and Practices of Healthy Lifestyle*	3			
	Kertas Projek				PQX7010	Projek Penyelidikan Research Project	6			
	Jumlah Kredit			6			9			

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
3	**Kertas Projek**	PQX 7002	Projek Penyelidikan Research Project	6						
	Jumlah Kredit			6						
	JUMLAH KREDIT			43						

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

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

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

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

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

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

analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). Educational research: ethics, social justice, and funding dynamics. Denmark: Springer Cham.
- Zhihui, Fang (2021). Demystifying academic writing: genres, moves, skills, and strategies. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. . Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama . Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation

.**Kaedah Penilaian** : Penilaian berterusan: 100%

Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris

Medium of instruction *: Malay/ English*

Rujukan Utama:

Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQO7001 Kurikulum dalam Pendidikan Jasmani dan Kesihatan (3 kredit)
Curriculum in Physical and Health Education (3 credits)

Sinopsis /Synopsis:

Pelajar akan didedahkan dengan prinsip dan proses perancangan dan pembentukan sukatan pelajaran Pendidikan Jasmani dan Kesihatan. Selain itu, pelajar akan dapat pengalaman tentang pelaksanaan penilaian dalam kurikulum Pendidikan Jasmani dan Kesihatan di peringkat sekolah menengah. Seterusnya, mengenalpasti beberapa aktiviti intramural dan extramural yang dapat membantu dalam mencapai objektif Pendidikan Jasmani Kesihatan.

Students will be exposed to the principles and processes of design and syllabus in Physical and Health Education. In addition, students will gain experience in assessing the Physical and Health Education curriculum at the secondary level. Next, identify a number of intramural and extramural activities that can assist in achieving the goals of Physical and Health Education.

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 Utama:
Main references:

- Ray Breed & Michael Spittle (2020). *Developing Game Sense in Physical Education and Sport. Human Kinetics. Champaign.*
- Dean Dudley, Amanda Telford, Claire Stonehouse, Matthew Winslade, & Louisa Peralta .(2017). *Teaching Quality. Health and Physical Education. Cengage Learning EMEA. UK.*
- Stephen A. Mitchell, Jennifer L. Walton-Fisette (2016). *The Essentials of Teaching Physical Education: Curriculum, Intsruction, and Assessment. Human Kinetics.*

PQO7003 Pengukuran dan Penilaian dalam Pendidikan Jasmani dan Kesihatan. (3 kredit)
Measurement and Evaluation in Physical and Health Education. (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan pelajar tentang konsep dan prinsip-prinsip pengukuran. Pelajar juga akan didedahkan kepada amali dan protokol pengukuran dalam pendidikan jasmani dan kesihatan. Topik yg akan dibincang termasuk penilaian dalam domain kognitif, psikomotor dan afektif. Pelajar juga akan didedahkan kepada beberapa instrumen pengukuran serta hubung kait kurikulum dan penilaian dalam pendidikan jasmani dan kesihatan

This course will expose students to the concept and principles of measurement. Students will also be exposed to practices and measurement protocols in physical and health education. Topics to be discussed include assessment in the cognitive, psychomotor and affective domains. Students will also be exposed to a number of measuring instruments as well as curriculum links and assessments in physical and health education.

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 Utama:

Main references:

- Philip A. Bishop .(2019). *Measurement and Evaluation in Physical Activity Applications. Exercise Science, Physical Education, Coaching, Athletic Training, and Health. 2nd Edition. Routledge*.
- Alan C. Lacy, Skip M. Williams (2018) *Measurement and Evaluation in Physical Education and Exercise Science. 8th Edition. Routledge.*
- Ann L. Gibson, Dale R. Wagner, Vivian H. Heyward .(2018). *Advanced Fitness Assessment and Exercise Prescription. Human Kinetics. USA*

PQO7002 Isu Kontemporari Pendidikan Jasmani dan Kesihatan (3 kredit)
Contemporary issues in Physical and Health Education. (3 credits)

Sinopsis /Synopsis:

Kursus ini membincangkan tentang matlamat,objektif dan konsep pendidikan jasmani dan kesihatan di malaysia. Stail pengajaran dalam pendidikan jasmani dan kesihatan. Pelajar juga diperkenalkan dengan beberapa teori pembelajaran yang ada hubungan dengan pembelajaran dalam pendidikan jasmani dan kesihatan.Seterusnya mengenalpasti alatan bantu mengajar. Akhir sekali, tentang kaedah pengajaran yang sesuai untuk menjalankan sesi pengajaran.

This course discusses the goals, objectives and concepts of physical education in malaysia. Teaching style in Physical and Health Education. Students are also introduced to a number of learning theories related to learning in Physical and Health Education. Next they identify teaching aids. Finally, about the right teaching method for teaching sessions.

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 Utama:

Main references:

- Susan Capel, Joanne Cliffe & Julia Lawrence (2021). A Practical Guide to Teaching Physical Education in the Secondary School. 3rd Edition, Routledge, Taylor&Francis Group. London.
- Judith Miller, Susan Wilson-Gahan, & Robyne Garret (2018). Health Preparing Educators for the Future. 3rd Edition, Cambridge Univ.Press
- Dean Dudley, Amanda Telford, Claire Stonehouse, Matthew Winslade, Louisa Peralta (2017). Teaching Quality Health and Physical Education. Cengage Learning EMEA. United Kingdom

KURSUS ELEKTIF (PILIH 5 DARIPADA 9 KURSUS)
ELECTIVE COURSES (CHOOSE 5 FROM 9 COURSES)

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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: 60%, Peperiksaan: 40%
Assessment Method *: Continuous assessment: 60%, examination*: 40%

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Chua, Y.P.(2020) Mastering Research Statistics, 2nd Edition. Kuala Lumpur: McGraw Hill
- Lomax,R.& Vaughn D.L.(2020). An introduction to statistical concepts. 4th edition. New York: Routledge.
- Bluman, A.G. (2019). Elementary statistics: A step by step approach(9th edition). New York: McGraw Hill.
- Christopher, A.N. (2016). Interpreting and Using Statistics in Psychological Research. London: SAGE Publications. Field, A. (2013). Discovering statistics using SPSS. London: SAGE Publication.
- Lind, D., Marchal, W., & Wathen, S. (2011). Basic Statistics for Business & Economics. New York: McGraw Hill.

PQO7004 Biomekanik Sukan Lanjutan (3 kredit)
Advanced Sports Biomechanics (*3 credits)*

Sinopsis /Synopsis:
Kursus ini membincangkan anatomi dan asas gerakan manusia. Perbincangan ini memfokuskan pada konsep asas kinematik dan kinetik, sistem mobiliti manusia dan struktur dan fungsi tubuh manusia berhubung dengan kekuatan fizikal yang mengatur pergerakan manusia.
This course discusses the anatomical and foundation of human motion. The discussion focuses on basic kinematic and kinetic concepts, human mobility system and structure and functioning of the human body in relation to physical forces that govern human motion.

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 Utama:
Main references:

- Thomas K. Uchida & Scott L. Delp (2020*). Biomechanics of Movement. The Science of Sports, robotics, & Rehabilitation. MIT Press. Cambridge. Massachusetts.*
- Paul Grimshaw, Michael Cole, Adrian Burden & Neil Fowler (2019). *Sport and Exercise Biomechanic*s.
- Carl J. Payton & Adrian Burden (2018). *Biomechanical Evaluation of Movement in Sport and Exercise. Routledge. New York.*

PQO7005 Pembelajaran Motor dan Psikologi Sukan (3 kredit)
Motor Learning and Sport Psychology (*3 credits)*

Sinopsis /Synopsis:

Kursus ini mengkaji sistem kegiatan individu dan cara-cara individu mempelajari sesuatu kemahiran sukan. Kursus ini akan membincangkan teori-teori pembelajaran behavioris serta teori Schmidt. Para pelajar juga akan didedahkan kepada beberapa pembolehubah dalam proses pembelajaran dalam sesuatu kemahiran sukan.
This course examines the system of individual activity and how individuals learn a sporting skill. This course will discuss the theories of behaviorist learning and Schmidt's theory. Students will also be exposed to a number of variables in the learning process in a sports skill.

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 Utama:
Main references:

- Richard A. Schmidt, Timothy D. Lee, Carolee J. Winstein, Gabriel Wulf, & Howard N.Zelaznik (2019). *Motor Control and Learning. A Behavioral Emphasis. 6 Edition. Human Kinetics. USA.*
- Massimiliano L. Cappuccio (2019). *Handbook of Embodied Cognition and Sport Psychology. The MIT Press. London.*
- Cheryla A. Coker (2018). *Motor Learning and Control For Practitioners. Routledge. New York.*

PQO7006 Anatomi dan Fisiologi Senaman (3 kredit)
Anatomy and Exercise Physiology* (*3 credits)

Sinopsis /Synopsis:
Kursus ini memberi tumpuan kepada tindak balas fisiologi semasa latihan yang merangkumi anatomi, otot, endokrin, pencernaan dan pemakanan. Isu-isu yang berkaitan dengan masalah kesihatan juga menjadi perbincangan.
The course focus on physiological responses during exercise which incorporate anatomy, muscular, endocrine, digestion and nutrition. Issues related to problem health also apart of discussion.

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 Utama:
Main references:

- Marieb, E. N., & Hoehn, K. (2016). *Human anatomy and physiology (10th ed.)*. England: Pearson Education Limited

- Powers, S., & Howley, E.(2018). Exercise Physiology: Theory and Application to Fitness and Performance. New York. Mc Graw Hill Education.
- Scott Powers & Edward Howley.(2017). Exercise Physiology : Theory and Application to Fitness and Performance. McGraw-Hill Education. USA

PQO7007 Pentadbiran Pendidikan Jasmani dan Sukan di Institusi Pendidikan (3 kredit)
Administration of Physical Education and Sport in Institusi of Education (3 credits)

Sinopsis /Synopsis:

Pelajar akan didedahkan dengan pelbagai konsep dan teori dalam pentadbiran sukan / pendidikan jasmani. Pelajar 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 exposed 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 Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Jayne D.Greenberg & Judy L. LoBianco .(2021). *Organization and Administration of Physical Education: Theory and Practice. USA.*
- Thomas J. Aicher (2016). *Sport Facility and Event Management. 16 Edition. Jones & Barlett*.
- Loma Steynberg, Erika Botha, Yvonne Joubert, Tertia van Eeden, Petri Bester, Petri Serra.(2016). *Principles of Sport Management. Oxford University Press. Southern Afrika.*

PQO7008 Kinesiologi (3 kredit)
Kinesiology (3 credits)

Sinopsis /Synopsis:

Kursus ini memperkenalkan kandungan pelbagai disiplin kinesiologi. Menunjukkan bagaimana disiplinnya disatukan ke dalam kajian yang berkaitan dengan pergerakan manusia. Asas kursus ini memberi tumpuan kepada fisiologi manusia, biomekanik dan anatomi. Kursus ini akan memberi penekanan lebih kepada pemahaman tentang pergerakan manusia yang berkaitan dengan aplikasi dalam situasi sebenar.
This course introduces contents multidiscipline of kinesiology. Demonstrate how its disciplines integrate into the study which related to human movement. The fundamental of this course focuses on human physiology, biomechanics and anatomy. This course will emphasize more on understanding of human movement relates to the application in actual situation.

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 Utama:
Main references:

- Jennifer Walton-Fisette and Deborah Wuest.(2018). *Foundations of Physical Education, Exercise Science, and Sport*. 19th edition, McGraw Hill Book;

- Klavora, P. (2018). *Foundations of Kinesiology: Studying Human Movement and Health.* 3rd edition. Sport Publisher.
- Klavora, P.(2015). *Introduction to Kinesiology: Studying human movement and health*.3rd edition.Sport Book Publisher.

PQO7009 Teori dan Amalan Gaya Hidup Sihat (3 kredit)
Theories and Practices of Healthy Lifestyle (3 credits)

Sinopsis /Synopsis:

Kursus ini menyediakan pelajar supaya dapat berfungsi sebagai pendidik kesihatan, pengurus kesihatan dan fasilitator yang berkesan dalam pelbagai program gaya hidup sihat yang melibatkan remaja dan masyarakat.
This course will help students become a health educator, health manager and effective facilitator in variety of healthy life style programme that related with adolescents and 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 Utama:
Main references:

- Goldthope, J., Ali, N., & Calam, R. (2018*). Providing healthy diets for young children: the experience of parents in a UK inner city*. International Journal of Qualitative Studies on Health and Well-being, 13(1): 1-13
- Ridder, D., Kroese, F., Evers, C., Adriaanes, M., & Gillebaart. (2017). *Healthy diet: Health impact, prevalence, correlates, and interventions. Psychology & Health,* 32(8): 907-941.
- Oude L, H., Baur, L., Jansen, H., Shrewsbury, V. A., O'Malley, C., Stolk, R. P., & Summerbell, C. D. (2009). *Interventions for treating obesity in children. In H. O. Luttikhuis (Ed.), Cochrane database of systematic reviews Chichester, UK: John Wiley & Sons, Ltd*.

PQC7010 Pendidikan STEM (3 kredit)
STEM Education (3 credits)

Sinopsis /Synopsis:

Pelajar akan mengembangkan pemahaman mengenai teori, konsep dan isu-isu kontemporari dalam Pendidikan STEM, konteks dan sistem, tempatan, global dan merupakan perbahasan teori dan profesional utama dalam pendidikan STEM seperti yang terdapat dalam penyelidikan kontemporari. Belajar mengenai teknologi digital yang penting untuk penglibatan dalam bidang STEM. Pelajar akan terlibat dengan pedagogi inovatif untuk menjalankan kelas STEM yang merangkumi peringkat sekolah rendah, menengah dan pengajian tinggi. Dengan menggunakan pengetahuan, kemahiran dan kemampuan yang dikembangkan sepanjang kursus, pelajar akan mengkaji secara kritikal penggunaan elemen-elemen ini dalam *setting* STEM kontemporari sehingga meningkatkan peluang anda untuk terlibat dalam amalan STEM yang autentik sebagai seorang pendidik. Kursus ini ditujukan untuk pendidik yang ingin mempraktikkan atau memperluas kemampuan mereka sebagai pendidik sains, teknologi, kejuruteraan, matematik (STEM). Ini akan meningkatkan keupayaan anda untuk memimpin dan menyokong pendidikan STEM yang berkualiti dan memberi inspirasi kepada penglibatan pelajar anda dengan disiplin STEM. Pelajar akan mengembangkan pemahaman yang baik tentang konsep dan isu-isu kontemporari dalam pendidikan, konteks dan sistem STEM, tempatan dan global, dan perbahasan teori dan profesional utama dalam pendidikan STEM seperti yang terdapat dalam penyelidikan kontemporari.
Students will develop an understanding of the underpinning theory, concepts and contemporary issues in STEM education, contexts and systems, locally, globally and of the major theoretical and professional debates in STEM education as located within contemporary research. Learn about the digital technologies essential to engagement in STEM fields. Students will engage with innovative pedagogies to conduct a STEM class which include primary, secondary and tertiary level. Utilising the knowledge, skills and capabilities developed throughout the course, students will critically examine the use of these elements in contemporary STEM settings thus enhancing your opportunities to engage in authentic STEM practices as an educator. This course is intended for educators who wish to practise or extend their capacity as a science, technology, engineering, mathematics (STEM) educator.

It will build your capacity to lead and support quality STEM education and inspire your students' engagement with STEM disciplines. Students will develop a sound understanding of concepts and contemporary issues in STEM education, contexts and systems, locally and globally, and of the major theoretical and professional debates in STEM education as located within contemporary research.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination*: 30%

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Bybee, R.W. (2018). STEM Education Now More Than Ever , NSTApress
- Johnson, C.C., Mohr-Schroader, Moore, T.J. & English, L.D.(eds). (2018). Handbook of Research on STEM Education, Routledge.
- Jolly, A. (2016). STEM by Design, an eye opener.
- Kafai, Y.B. (2006). Constructionism. In: Sawyer, R.K. (ed.) The Cambridge Handbook of the Learning Sciences, Cambridge University Press, New York.
- Bybee, R.W. (2013). The Case for STEM Education: Challenges and Opportunities, NSTApress.
- Idit Harel, Seymour Papert, (1991). Constructionism: research reports and essays, 1985-1990, Media Laboratory

JABATAN KURIKULUM DAN TEKNOLOGI PENGAJARAN
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

Program/ *Programme*	:	**Sarjana Teknologi Pendidikan** ***Master of Educational Technology***
Kod Program / *Programme code*	:	**PQL**
Mod Program / *Programme mode*	:	**Kerja Kursus/** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam mana mana bidang dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree in any field with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

ATAU/*OR*

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

   DAN/*AND*

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

   i. Graduan UM, atau
      UM Graduates, or

   ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
      At least one (1) year experience in related field, or

   iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
      Published in related field, or

   iv. Merupakan penerima biasiswa, atau
      A sponsorship holder, or

   v. Merupakan kakitangan agensi kerajaan; atau
      A government servant; or

   vi. Lulus temuduga PTj, atau
      Passed an interview by RoC, or

   vii. Lulus Penilaian Khas PTj.
      Passed Special Assessment by RoC.

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan professional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   DAN/*AND*

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

   i. Graduan UM, atau

UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dalam mana-mana bidang dengan PNGK 2.50 – 2.69 atau setaraf
A Bachelor of Education Degree in any field with CGPA of 2.50 – 2.99 or equivalent

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language

(TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	3 Regular Semesters
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	8 Regular Semesters

B. Separuh Masa / *Part Time*

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*

Tempoh Maksimum : 12 Semester Biasa
Maximum Period : *12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Matlamat Program Sarjana Teknologi Pendidikan adalah untuk menghasilkan graduan dengan pengetahuan dan kemahiran dalam *Technological Pedagogical Content Knowledge (TPCK)* serta penyelidikan dan penerbitan, dan mempunyai nilai integriti, kemahiran kepimpinan, tanggungjawab sosial dan profesionalisme, untuk menghadapi persekitaran yang berdaya saing dan dapat menyumbang kepada bidang pendidikan dan pengajaran dalam pembangunan negara dan global.
The goal of the Master of Educational Technology Program is to produce graduates with knowledge and skills in Pedagogical Content Knowledge (PCK) as well as research and publication, and with values of integrity, leadership skills, social responsibility and professionalism, to face a competitive environment and be able to contribute to the field of education and teaching in national and global development.

5. 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*
PLO 1	Menguasai kaedah, teori, konsep khusus dan kompleks yang berkaitan dengan pengajaran dan pembelajaran bagi memenuhi cabaran keperluan teknologi pendidikan yang bersifat dinamik *Mastering methods, theories, specific and complex concepts related to teaching and learning to meet the challenges of educational technology needs that are dynamic*
PLO 2	Menilai isu dan keperluan semasa yang berbangkit dalam bidang teknologi pendidikan ke arah penyelesaian berinovatif dan holistik melalui penguasaan pengetahuan, teknik analitikal dan numerasi.. *Evaluate current issues and needs arising in the field of educational technology towards innovative and holistic solutions through mastery of knowledge, analytical techniques and numeracy.*
PLO 3	Mengaplikasi kemahiran penyelidikan dengan menggunakan pelbagai kemahiran dan teknik (praktikal, digital dan lain-lain) bagi memantapkan pengetahuan serta amalan pengajaran dan pembelajaran teknologi pendidikan. *Apply research skills using various skills and techniques (practical, digital and others) to strengthen the knowledge and practice of teaching and learning technology education.*
PLO 4	Menampilkan kepimpinan berintegriti dan inovatif menerusi kolaborasi dengan pelbagai pemegang taruh bagi mengembangkan disiplin ilmu teknologi pendidikan menepati keperluan semasa. *Displays integrity and innovative leadership through collaboration with various stakeholders to develop the discipline of educational technology to meet current needs.*
PLO 5	Melaksanakan tugas secara individu atau berpasukan dengan menerapkan kemahiran komunikasi dan interpersonal dalam konteks teknologi pendidikan. *Perform tasks individually or as a team by applying communication and interpersonal skills in the context of educational technology.*
PLO 6	Mempraktikkan etika dan amalan terbaik secara profesional dalam pengajaran dan pembelajaran serta penyelidikan teknologi pendidikan. *Practice ethics and best practices professionally in teaching and learning as well as educational technology research.*

PLO 7	Mempamerkan sikap positif dan komitmen tinggi dalam pembelajaran sepanjang hayat dengan menggabungkan elemen keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang teknologi pendidikan. *Exhibit a positive attitude and high commitment in lifelong learning by combining entrepreneurial elements to meet the needs and professional advancement of educational technology.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi enam belas (16) kredit bagi kursus teras, lima belas (15) kredit elektif dan dua belas (12) 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-three (43) credit that involves sixteen (16) credit of core courses, fifteen (15) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4 kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQL7001	Tren dan isu dalam Teknologi Pengajaran *Trends and Issues in Instructional Technology*	3 kredit *credits*
PQL7002	Reka Bentuk Pengajaran dan Teknologi *Instructional Design and Technology*	3 kredit *credits*

Kursus Elektif (Pilih 5) / *Elective Courses (Select 5)*

PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit *credits*
PQL7003	Reka Bentuk Komuniti Pembelajaran *Learning Design Community*	3 kredit *credits*
PQL7004	Reka Bentuk Sistem Pembelajaran Digital Lanjutan *Advanced Digital Learning System Design*	3 kredit *credits*
PQL7005	Aplikasi Penyelidikan Reka Bentuk dalam Teknologi *Design Research Applications in Technology*	3 kredit *credits*
PQL7006	Prinsip dan Amalan Pedagogi dalam Persekitaran Pembelajaran Digital *Principles and Practices of Pedagogy in Digital Learning Environments*	3 kredit *credits*
PQL7007	Inovasi Digital dalam Pendidikan *Digital Innovation in Education*	3 kredit *credits*
POG7004	Pengurusan Kurikulum *Curriculum Management*	3 kredit *credits*
POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum	3 kredit

	Application of Technology in Curriculum Implementation	*credits*
PQK7005	Pendidikan Karakter dan Warganegara Global *Character Education and Global Citizenship*	3 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA TEKNOLOGI PENDIDIKAN
MASTER OF EDUCATIONAL TECHNOLOGY

Tahun	Komponen	Semester I			Semester II		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Wajib**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4
					POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3
	Kursus Teras Disiplin	PQL7001	Tren dan isu dalam Teknologi Pengajaran *Trends and Issues in Instructional Technology*	3	PQL7002	Reka Bentuk Pengajaran dan Teknologi *Instructional Design and Technology*	3
	Kursus Elektif (Pilih 5 kursus daripada 9 kursus)	PQL7004	Reka Bentuk Sistem Pembelajaran Digital Lanjutan *Advanced Digital Learning System Design*	3	PQL7003	Reka Bentuk Komuniti Pembelajaran *Learning Design Community*	3
		PQL7005	Aplikasi Penyelidikan Reka Bentuk dalam Teknologi *Design Research Applications in Technology*	3	PQL7006	Prinsip dan Amalan Pedagogi dalam Persekitaran Pembelajaran Digital *Principles and Practices of Pedagogy in Digital Learning Environments*	3
		POG7004	Pengurusan Kurikulum *Curriculum Management*	3	POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation*	3
		PQX7001	Statistik Untuk Penyelidikan Dalam Pendidikan *Statistics For Research In Education*	3	PQL7007	Inovasi Digital dalam Pendidikan *Digital Innovation in Education*	3
		PQK7005	Pendidikan Karakter dan Warganegara Global *Character Education and Global Citizenship*	3			
					PQX7010	Projek Penyelidikan *Research Project*	6
	Jumlah Kredit			18			19
	Komponen	**Semester I**			**Semester II**		

2	**Kursus Wajib**	PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			6			
	Jumlah Kredit Keseluruhan	43					

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA TEKNOLOGI PENDIDIKAN
MASTER OF EDUCATIONAL TECHNOLOGY

Tahun	Komponen	Semester I			Semester II		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Wajib**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4
	Kursus Elektif (Pilih 4 kursus daripada 7 kursus)	PQL7004	Reka Bentuk Sistem Pembelajaran Digital Lanjutan *Advanced Digital Learning System Design*	3	PQL7003	Reka Bentuk Komuniti Pembelajaran *Learning Design Community*	3
		PQL7005	Aplikasi Penyelidikan Reka Bentuk dalam Teknologi *Design Research Applications in Technology*	3	PQL7006	Prinsip dan Amalan Pedagogi dalam Persekitaran Pembelajaran Digital *Principles and Practices of Pedagogy in Digital Learning Environments*	3
		POG7004	Pengurusan Kurikulum *Curriculum Management*	3	POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation*	3
					PQL7007	Inovasi Digital dalam Pendidikan *Digital Innovation in Education*	3
	Jumlah Kredit			9			13
	Komponen	**Semester I**			**Semester II**		
2	**Kursus Teras Disiplin**	PQL7001	Tren dan isu dalam Teknologi Pengajaran *Trends and Issues in Instructional Technology*	3	PQL7002	Reka Bentuk Pengajaran dan Teknologi *Instructional Design and Technology*	**3**
	Kursus Elektif (Pilih 1 kursus daripada 4 kursus)	PQX7001	Statistik Untuk Penyelidikan Dalam Pendidikan *Statistics For Research In Education*	3			
		PQK 7005	Pendidikan Karakter dan Warganegara Global *Character Education and Global Citizenship*	3			
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6
	Jumlah Kredit			6			9

	Komponen	Semester I			Semester II		
3	**Kertas Projek**	PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			6			
	Jumlah Kredit Keseluruhan	43					

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

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

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

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

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris / Bahasa Melayu
Medium of instruction *: English / Malay*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis

dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- Essay Shark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all*

formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language. Independently published.
- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Note:

Kursus Progresif/ *Progressive Course* (P):

6 kredit/ *credits* (P1)
6 kredit/ *credits* (P2)

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQL7001 Tren dan Isu dalam Teknologi Pengajaran (3 kredit)
Trends and Issues in Instructional Technology (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk memberi kefahaman yang mendalam tentang penyelidikan dalam perkembangan teknologi pengajaran sebagai satu bidang kajian yang cuba menyatukan secara sistematik pendapat falsafah psikilogi dan sosiologi serta pedagogi dalam teknologi pengajaran. Tajuk kuliah/seminar bertumpu kepada isu-isu dalam teknologi pengajaran (sifat dan isu dalam metodologi pendidikan teknologi, pedagogi dan trend-trend terkini dalam penyelidikan (dan analisis serta kritikan artikel penyelidikan berkaitan).
This course aims to provide a thorough understanding of research in instructional technology as a field of study that attempted to unite systematically opinion from psychology philosophy and sociology and pedagogy in instructional technology. Lecture/seminar focused on issues in instructional technology (nature and methodology issues in educational technology, pedagogy and the latest trends in research (the analysis and critique of research articles related).

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Sophia, P. (2020). *Enhancing Learning Design for Innovative Teaching in Higher Education*. IGI Global. USA
- Spector,M.J., Barbara, B.L., & Marcus, D.S. (2020). *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy. Springer, Cham.*
- Creswell, J. W. (2013*). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th Edition). Thousand Oaks, CA: Sage Publications. Accessed from https://books.google.com.my/books ?id=EbogAQAAQBAJ*

PQL7002 Reka Bentuk Pengajaran dan Teknologi (3 kredit)
Instructional Design and Technology (3 credits)

Sinopsis /Synopsis:

Kursus ini memperkenalkan kepada pelajar-pelajar tentang prinsip-prinsip asas 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 introduces students to the basic principles and concepts of instructional design and technology as the process of developing a preferred strategy for solving problems related to teaching and learning. The design and development approach used will include the principles of instructional and technology design, learning theory, teaching models, the process of identifying problems in teaching and learning, designing and developing strategies and materials for problems solving, evaluating and managing development processes in accordance with the need for learning outcomes.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*
Rujukan Utama:

Main references:

- Spector,M.J., Barbara, B.L., & Marcus, D.S. (2020). *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy. Springer, Cham*.
- Matt, B. (2018). *Design of Technology-Enhanced Learning: Integrating Research and Practice. Bingley, UK: Emerald Publishing Limited*.
- Dick, W., Carey, L., & Carey, J.O. (2014*). The Systematic Design of Instruction. (7th Ed.). Pearson Education.*

KURSUS ELEKTIF (PILIH 5 DARIPADA 9 KURSUS)
ELECTIVE COURSES (CHOOSE 5 FROM 9 COURSES)

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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.

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Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y.P. (2020) *Mastering Research Statistics, 2nd Edition. Kuala Lumpur: McGraw Hill*
- Lomax,R.& Vaughn D.L.(2020). *An introduction to statistical concepts. 4th edition. New York: Routledge*.
- Bluman, A.G. (2019). *Elementary statistics: A step by step approach (9th edition). New York*: McGraw Hill.
- Christopher, A.N. (2016). *Interpreting and Using Statistics in Psychological Research.* London: SAGE Publications. Field, A. (2013). Discovering statistics using SPSS. London: SAGE Publication.
- Lind, D., Marchal, W., & Wathen, S. (2011*). Basic Statistics for Business & Economics*. New York: McGraw Hill.

PQL7003 Reka Bentuk Komuniti Pembelajaran (3 kredit)
Learning Design Community (3 credits)

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 the opportunity to discuss learning theory and design and research information critically to foster high level learning and thinking (characterized by collective efforts to understand and create and advance knowledge) in the digital learning environment. A research-based project will be undertaken to integrate and apply theory, principles and design skills or to develop a digital learning environment that can foster advanced learning.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Helen, B., & Rhona, S. (2019). *Rethinking Pedagogy for a Digital Age:Principles and Practices of Design.3rd Edition. Routledge*
- Michael, H ., & Geof, H. (2016). *Teaching and Digital Technologies: Big Issues and Critical Questions*. Cambridge, UK: Cambridge University Press
- Linda, B.N., & Ludwika, A.G. (2017). *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research*. Jossey-Bass
- Dick, W. Carey, L. & Carey, J.O. (2014). *The systemic design of instruction* (7th Ed.). Essex: England: Pearson.

PQL7004 Reka Bentuk Sistem Pembelajaran Digital Lanjutan (3 kredit)
Advanced Digital Learning System Design (3 credits)

Sinopsis /Synopsis:

Kursus ini memperkenalkan aplikasi teknologi pengajaran alat teknologi dan teknik penyelidikan yang baharu dalam penyelidikan. Tajuk yang akan dibincangkan: jenis alat penyelidikan/ teknik , penggunaan teknologi maklumat dalam penyelidikan, kaedah dan teknik penyelidikan teknologi baharu, serta implikasi alat teknologi dan teknik penyelidikan yang baharu kepada isu-isu semasa dan masa depan.
This course introduces the application of new instructional technology tools and research techniques in research. Topics to discuss: types of research tools / techniques, use of information technology in research, new technology research methods and techniques, and implications of new technology and research techniques on current and future issues.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Sophia, P. (2020). *Enhancing Learning Design for Innovative Teaching in Higher Education. IGI Global. USA.*
- Spector, M., Barbara, B.L., & Marcus, D.C. (2020). *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy*. Springer, Cham.
- Matt, B. (2018). *Design of Technology-Enhanced Learning: Integrating Research and Practice. Bingley, UK: Emerald Publishing Limited*.
- Michael, F., Joanne, Q., & Joanne, M. (2018*). Deep Learning: Engage the World Change the World. Thousand Oaks, US: SAGE Publications Inc.*

PQL7005 Aplikasi Penyelidikan Reka Bentuk dalam Teknologi (3 kredit)
Design Research Applications in Technology (3 credits)

Sinopsis /Synopsis:

Kursus ini memperkenalkan aplikasi alat 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 baharu, serta implikasi alat teknologi dan teknik penyelidikan yang baharu 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 present issues and future on the application of new technology research tools/techniques.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Sophia, P. (2020). *Enhancing Learning Design for Innovative Teaching in Higher Education. IGI Global. USA*
- Spector, M.J., Barbara, B.L., & Marcus, D.S. (2020). *Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy. Springer*, Cham.
- Ioanna, P., & David, N. (2015). *Doing Research in Education: Theory and Practice*. Sage.

PQL7006 Prinsip dan Amalan Pedagogi dalam Persekitaran Pembelajaran Digital (3 kredit)
Principles and Practices of Pedagogy in Digital Learning Environments (3 credits)

Sinopsis /Synopsis:

Kursus ini adalah untuk mengenal prinsip-prinsip pedagogi serta aplikasinya dalam penyelesaian masalah berkaitan pengajaran. Kursus ini merangkumi proses rekabentuk 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 about learning the principles of pedagogy and its application in solving problems related to teaching. This course covers the construction and preparation process for curriculum and lesson content to cover a wide range of media and technology for online and blended learning environment. Teaching techniques that promote high-level thinking skills and creativity are incorporated into the developed lesson plans.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Hunter, W. J. &; Austin, R. (2021). Blended and Online Learning for Global Citizenship: New Technologies and Opportunities for Intercultural Education. NY: Routledge
- Helen, B., & Rhona, S.(2019). *Rethinking Pedagogy for a Digital Age: Principles and Practices of Design. 3rd Edition. Routledge*
- Matt, B. (2018). Design of Technology-Enhanced Learning: Integrating Research and Practice. Bingley, UK: Emerald Publishing Limited.

PQL7007 Inovasi Digital dalam Pendidikan (3 kredit)
Digital Innovation in Education (3 credits)

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 inovasi digital pendidikan terkini digunakan untuk pengumpulan data atau meramal hala tuju masa depan inovasi dalam pendidikan. Fokus utama adalah analisis trend global yang membentuk sistem pendidikan masa depan, digital 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. Current new digital innovations method 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, digital curriculum and pedagogy assessment.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Jimmy, C., Todd, W., & Jeffery, Z. (2019). *10 perspectives on innovation in education.* Routledge.
- Lazarus, N.M. (2019). *Theoretical and Practical Approaches to Innovation in Higher Education*. IGI Global
- Matt, B. (2018). Design of Technology-Enhanced Learning: Integrating Research and Practice. Bingley, UK: Emerald Publishing Limited

POG7004 Pengurusan Kurikulum (3 kredit)
Curriculum Management (3 credits)

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 introduce to students about processes of curriculum implementation, basic theory used, problem faced and strategy and approach used to solve 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 Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Carnell, B.& Fung, D. (Eds.). (2017). *Developing the Higher Education Curriculum: research-based Education in Practice*. UCL Press.

- 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.
- Morley, D. A., & Jamil, M. G. (2020). *Applied Pedagogies for Higher Education: Real World Learning and Innovation across the Curriculum* (p. 415). Springer Nature.
- 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.
- Taylor & Richards (2018). *An Introduction to Curriculum Studies.* Taylor and Francis
- Wiles, J. & Bondi, J. (1998) *Curriculum Development: A guide to practice*. Upper Saddle River: Merill.

POG7005 Aplikasi Teknologi Dalam Pelaksanaan Kurikulum (3 kredit)
Application of Technology in Curriculum Implementation(3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk memperkenalkan pelajar kepada prinsip dan amalan teknologi pengajaran untuk membolehkan ia diaplikasikan dalam pengajaran subjek tertentu.Pelajarakan 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 areas. Students will analyze literature on the 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 the 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 Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Helen, B., & Rhona, S. (2019). *Rethinking Pedagogy for a Digital Age:Principles and Practices of Design.3rd Edition. Routledge*
- Matt, B. (2018). *Design of Technology-Enhanced Learning: Integrating Research and Practice. Bingley, UK: Emerald Publishing Limited*
- Michael, H ., & Geof, H. (2016). *Teaching and Digital Technologies: Big Issues and Critical Questions. Cambridge, UK: Cambridge University Press*
- Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement. International Society for Technology in Education.*

PQK7005 Pendidikan Karakter dan Warganegara Global (3 kredit)
Character Education and Global Citizenship (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memberi pendedahan kepada pelajar tentang pengetahuan, kemahiran dan nilai berkaitan pendidikan karakter dan warganegara global. Antara topik yang akan dibincangkan ialah: konsep berkaitan dengan pendidikan karakter dan warganegara global seperti sistem pendidikan, politik, ekonomi dan budaya, patriotisme, integrasi kebangsaan, hak dan tanggungjawab, norma baharu pasca Covid-19. Juga terlibat dalam penyelidikan kepelbagaian budaya, keamanan dan harmonis sedunia, program pendidikan karakter dan warganegara global negara barat dan timur, masalah dan isu dalam perkembangan pendidikan karakter dan warganegara global khususnya di Malaysia seperti kurikulum sekolah, latihan guru dan penyelidikan berkaitan dengan pendidikan karakter dan warganegara global.
This course aims to expose students about the knowledge, skills and values related to educational character and global citizenship. Among the topics to be discussed are: concepts related to educational character and global

citizenship in education, political system, economy and culture, patriotism, national integration, rights and responsibilities, new norms in post-Covid-19 era. Also involved in research involving cultural diversity, global peace and harmony, citizenship and patriotism educational character and compare global citizenship in the west and east country, the problems and issues in the development of civic education and patriotism. Focus is particularly in Malaysia such as school curricula, teacher training and community participation and research related to educational character and global citizenship.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Kerry J. Kennedy & John Chi-Kin Lee (Eds.). (2018). *Routledge International Handbook of Schools and Schooling in Asia*. Oxford: Routledge.
- Retnowati et. al. (Eds). (2019). *Character Education for 21st Century Global Citizens*. London: Routledge.
- Annas, J., Narvaez, D. & Snow, N.E. (2016). *Developing the Virtues: Integrating Perspectives*. Oxford: Oxford University Press.

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

Program *Programme*	:	Sarjana Kepimpinan & Pengurusan Pendidikan *Master of Educational Leadership and Management*
Kod Program *Programme Code*	:	**PQN**
Mod Program *Programme Mode*	:	**Kerja Kursus** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

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

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

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

   DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or
ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan professional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda Pendidikan dengan PNGK 2.50 – 2.69 atau setaraf
A Bachelor of Education Degree with CGPA of 2.50 – 2.99 or equivalent

DAN/*AND*

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv. Kelayakan profesional dari badan profesional yang diikhtiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

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

i. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

ii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

v. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vi. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

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

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

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

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

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

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

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / Full Time

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*

B. Separuh Masa / Part Time

Tempoh Minimum	:	4 Semester Biasa dan 1 Semester Khas
Minimum Period	:	*4 Regular Semesters and 1 Special semester*
Tempoh Maksimum	:	12 Semester Biasa
Maximum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Untuk melahirkan graduan berkaliber dalam bidang Kepimpinan dan Pengurusan Pendidikan melalui pengajaran, pembelajaran, penyelidikan, inovasi, penerbitan dan perundingan yang dapat mengamalkan ilmu dalam bidang Kepimpinan dan Pengurusan Pendidikan
To produce graduates of calibre in the field of Educational Leadership and Management through teaching, learning, research, innovation, publication and consultation that can practice knowledge in the field of Educational Leadership and Management.

5. 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*
PLO 1	Menguasai ilmu pengetahuan merangkumi teori dan amalan dalam bidang Kepimpinan dan Pengurusan Pendidikan. *Master knowledge of theories and practices in the field of Educational Leadership and Management.*
PLO 2	Mempamerkan penguasaan pengetahuan dan kemahiran teknik analisa dan numerasi bersesuaian bagi penilaian isu dan penyelesaian masalah berkaitan Kepimpinan dan Pengurusan Pendidikan. *Demonstrate mastery of knowledge and skills in analytical and numerical techniques appropriate to evaluation of issues and problem solving related to Educational Leadership and Management.*
PLO 3	Mempraktik kemahiran analitikal bagi maklumat dan kajian-kajian dalam bidang Kepimpinan dan Pengurusan Pendidikan melalui kemahiran teknologi digital. *Practice analytical skills for information and research in the field of Educational Leadership and Management with digital technology skills.*
PLO 4	Mengadaptasi gaya kepimpinan yang sesuai dan mempamerkan tanggungjawab serta autonomi dalam melaksanakan aktiviti Pengurusan Pendidikan. *Adapt suitable leadership styles and demonstrate responsibility and autonomy in carrying out Educational Management activities.*
PLO 5	Mempamerkan kemahiran komunikasi dan inter personal dalam merancang, mengelola, memimpin dan mengawal sesebuah institusi pendidikan. *Demonstrate communication and interpersonal skills in planning, organising, leading and controlling an educational institution.*
PLO 6	Mengamalkan etika dan professionalisme dalam meningkatkan imej sebagai pengurus dan pemimpin pendidikan. *Practice ethics and professionalism in enhancing the image of the educational manager and educational leader.*
PLO 7	Mempamerkan sikap dan komitmen yang positif dalam pembelajaran sepanjang hayat dengan minda keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang Kepimpinan dan Pengurusan Pendidikan. *Exhibit a positive attitude and commitment to life-long learning with an entrepreneurial mind-set in response to the needs and professional advancement in the field of Educational Leadership and Management.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh dua (43) kredit yang merangkumi enam belas (16) kredit bagi kursus teras, lima belas (15) kredit elektif dan dua belas (12) 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-three (43) credits that involves sixteen (16) credits of core courses, fifteen (15) credits of elective courses and twelve (12) credits for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4 kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQN7012	Aplikasi Teori Kepimpinan dan Pengurusan dalam Pendidikan *Application of Leadership and Management Theories in Education*	3 kredit *credits*
PQN7013	Seminar Amalan Profesional dalam Kepimpinan dan Pengurusan Pendidikan *Seminar on Professional Practices in Educational Leadership and Management*	3 kredit *credits*

Kursus Elektif (Pilih 5) / *Elective Courses (Select 5)*

PQN7001	Pengurusan dan Pentadbiran Pendidikan *Educational Management and Administration*	3 kredit *credits*
PQN7002	Kepimpinan Pendidikan *Educational Leadership*	3 kredit *credits*
PQN7003	Perancangan Pendidikan *Educational Planning*	3 kredit *credits*
PQN7004	Memimpin Perubahan Pendidikan *Leading Educational Change*	3 kredit *credits*
PQN7005	Kualiti Pendidikan *Quality of Education*	3 kredit *credits*
PQN7006	Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan *Information and Comunication Technology in Educational Management*	3 kredit *credits*
PQN7007	Pengurusan Dasar Strategik dalam Pendidikan *Management of Strategic Policy in Education*	3 kredit *credits*
PQN7008	Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education*	3 kredit *credits*
PQN7009	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3 kredit *credits*
PQN7010	Gelagat dan Pembangunan Organisasi dalam Pendidikan *Organizational Behaviour and Development in Education*	3 kredit *credits*
PQN7011	Penyeliaan dan Bimbingan dalam Organisasi Pendidikan *Supervision and Coaching in Educational Organization*	3 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA KEPIMPINAN & PENGURUSAN PENDIDIKAN
MASTER OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Tahun *Year*	Komponen *Component*	Semester I			Semester II			Semester Khas / *Special Semester*		
		Kod/ *Code*	Kursus / *Course*	Kredit	Kod/ *Code*	Kursus / *Course*	Kredit	Kod/ *Code*	Kursus / *Course*	Kredit
1	**Kursus Wajib / *Core Course***	POX7001	Kaedah Penyelidikan dalam Pendidikan / *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif / *Quantitative and Qualitative Data Analysis*	3			
					POX7004	Seminar Kesarjanaan Pendidikan / *Seminar on Educational Scholarship*	4			
					PQX7010	Projek Penyelidikan (P1) / *Research Project*	6	PQX7010	Projek Penyelidikan (P2) / *Research Project*	6
	Kursus Teras Disiplin / *Discipline Core Courses*	PQN7012	Aplikasi Teori Kepimpinan dan Pengurusan dalam Pendidikan / *Application of Leadership and Management Theories In Education*	3	PQN7013	Seminar Amalan Profesional dalam Kepimpinan dan Pengurusan Pendidikan / *Seminar on Professional Practices in Educational Leadership and Management*	3			
	Kursus Elektif (Pilih 5 daripada 11 kursus) / *Elective Courses (Choose 5 of 11 courses)*	PQN7001	Pengurusan dan Pentadbiran Pendidikan/ *Educational Management and Administration*	3	PQN7001	Pengurusan dan Pentadbiran Pendidikan/ *Educational Management and Administration*	3			
		PQN7002	Kepimpinan Pendidikan/ *Educational Leadership*	3	PQN7002	Kepimpinan Pendidikan/ *Educational Leadership*	3			
		PQN7003	Perancangan Pendidikan/ *Educational Planning*	3	PQN7003	Perancangan Pendidikan/ *Educational Planning*	3			
		PQN7004	Memimpin Perubahan Pendidikan/ *Leading Educational Change*	3	PQN7004	Memimpin Perubahan Pendidikan/ *Leading Educational Change*	3			
		PQN7005	Kualiti Pendidikan/ *Quality of Education*	3	PQN7005	Kualiti Pendidikan/ *Quality of Education*	3			
		PQN7006	Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan/ *Information and Comunication Technology in Educational Management*	3	PQN7006	Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan/ *Information and Comunication Technology in Educational Management*	3			
		PQN7007	Pengurusan Dasar Strategik dalam Pendidikan/ *Management of Strategic Policy in Education*	3	PQN7007	Pengurusan Dasar Strategik dalam Pendidikan/ *Management of Strategic Policy in Education*	3			
		PQN7008	Pengurusan Sumber Manusia dalam Pendidikan/	3	PQN7008	Pengurusan Sumber Manusia dalam Pendidikan/	3			

			Human Resource Management in Education			*Human Resource Management in Education*				
		PQN7009	Perancangan Kewangan dan Ekonomi Pendidikan/ *Financial Planning and Economics of Education*	3	PQN7009	Perancangan Kewangan dan Ekonomi Pendidikan/ *Financial Planning and Economics of Education*	3			
		PQN7010	Gelagat dan Pembangunan Organisasi dalam Pendidikan/ *Organizational Behaviour and Development in Education*	3	PQN7010	Gelagat dan Pembangunan Organisasi dalam Pendidikan/ *Organizational Behaviour and Development in Education*	3			
		PQN7011	Penyeliaan dan Bimbingan dalam Organisasi Pendidikan/ *Supervision and Coaching in Educational Organization*	3	PQN7011	Penyeliaan dan Bimbingan dalam Organisasi Pendidikan/ *Supervision and Coaching in Educational Organization*	3			
	Jumlah Kredit ***Total Credits***			18			19			6
	Jumlah Kredit Keseluruhan/ ***Total Credits Overall***	43								

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA KEPIMPINAN & PENGURUSAN PENDIDIKAN
MASTER OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	**Kursus Wajib**	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
	Kursus Teras Disiplin									
	Kursus Elektif (Pilih 4 daripada 11 kursus)	PQN7001	Pengurusan dan Pentadbiran Pendidikan *Educational Management and Administration*	3	PQN7001	Pengurusan dan Pentadbiran Pendidikan *Educational Management and Administration*	3			
		PQN7002	Kepimpinan Pendidikan *Educational Leadership*	3	PQN7002	Kepimpinan Pendidikan *Educational Leadership*	3			
		PQN7003	Perancangan Pendidikan *Educational Planning*	3	PQN7003	Perancangan Pendidikan *Educational Planning*	3			
		PQN7004	Memimpin Perubahan Pendidikan *Leading Educational Change*	3	PQN7004	Memimpin Perubahan Pendidikan *Leading Educational Change*	3			
		PQN7005	Kualiti Pendidikan *Quality of Education*	3	PQN7005	Kualiti Pendidikan *Quality of Education*	3			
		PQN7006	Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan *Information and Comunication Technology in Educational Management*	3	PQN7006	Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan *Information and Comunication Technology in Educational Management*	3			
		PQN7007	Pengurusan Dasar Strategik dalam Pendidikan *Management of Strategic Policy in Education*	3	PQN7007	Pengurusan Dasar Strategik dalam Pendidikan *Management of Strategic Policy in Education*	3			
		PQN7008	Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education*	3	PQN7008	Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education*	3			
		PQN7009	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3	PQN7009	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3			
		PQN7010	Gelagat dan Pembangunan	3	PQN7010	Gelagat dan Pembangunan Organisasi	3			

			Organisasi dalam Pendidikan *Organizational Behaviour and Development in Education*			dalam Pendidikan *Organizational Behaviour and Development in Education*				
		PQN7011	Penyeliaan dan Bimbingan dalam Organisasi Pendidikan *Supervision and Coaching in Educational Organization*	3	PQN7011	Penyeliaan dan Bimbingan dalam Organisasi Pendidikan *Supervision and Coaching in Educational Organization*	3			
	Jumlah Kredit			9			9			

Tahun	Komponen	Semester I			Semester II			Semester Khas		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
2	**Kursus Wajib**	POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4						
					PQX7010	Projek Penyelidikan *Research Project*	6	PQX7010	Projek Penyelidikan *Research Project*	6
	Kursus Teras Disiplin	PQN7012	Aplikasi Teori Kepimpinan dan Pengurusan dalam Pendidikan *Application of Leadership and Management Theories in Education*	3	PQN7013	Seminar Amalan Profesional dalam Kepimpinan dan Pengurusan Pendidikan *Seminar on Professional Practices in Educational Leadership and Management*	3			
	Kursus Elektif (Pilih 1 daripada 11 kursus)	PQN7001	Pengurusan dan Pentadbiran Pendidikan *Educational Management and Administration*	3	PQN7001	Pengurusan dan Pentadbiran Pendidikan *Educational Management and Administration*	3			
		PQN7002	Kepimpinan Pendidikan *Educational Leadership*	3	PQN7002	Kepimpinan Pendidikan *Educational Leadership*	3			
		PQN7003	Perancangan Pendidikan *Educational Planning*	3	PQN7003	Perancangan Pendidikan *Educational Planning*	3			
		PQN7004	Memimpin Perubahan Pendidikan *Leading Educational Change*	3	PQN7004	Memimpin Perubahan Pendidikan *Leading Educational Change*	3			
		PQN7005	Kualiti Pendidikan *Quality of Education*	3	PQN7005	Kualiti Pendidikan *Quality of Education*	3			
		PQN7006	Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan *Information and Comunication Technology in Educational Management*	3	PQN7006	Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan *Information and Comunication Technology in Educational Management*	3			
		PQN7007	Pengurusan Dasar Strategik dalam Pendidikan *Management of Strategic Policy in Education*	3	PQN7007	Pengurusan Dasar Strategik dalam Pendidikan *Management of Strategic Policy in Education*	3			
		PQN7008	Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education*	3	PQN7008	Pengurusan Sumber Manusia dalam Pendidikan *Human Resource Management in Education*	3			
		PQN7009	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3	PQN7009	Perancangan Kewangan dan Ekonomi Pendidikan *Financial Planning and Economics of Education*	3			
		PQN7010	Gelagat dan Pembangunan Organisasi dalam Pendidikan *Organizational Behaviour and Development in Education*	3	PQN7010	Gelagat dan Pembangunan Organisasi dalam Pendidikan *Organizational Behaviour and Development in Education*	3			
		PQN7011	Penyeliaan dan Bimbingan dalam Organisasi Pendidikan	3	PQN7011	Penyeliaan dan Bimbingan dalam Organisasi Pendidikan	3			

			Supervision and Coaching in Educational Organization			*Supervision and Coaching in Educational Organization*				
	Jumlah Kredit			10			9			6
	Jumlah Kredit Keseluruhan	43								

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis

dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Note:
Kursus Progresif/ *Progressive Course* (P):
6 kredit/ *credits* (P1)
6 kredit/ *credits* (P2

PQN7012 Aplikasi Teori Kepimpinan dan Pengurusan Dalam Pendidikan (3 kredit)
Application of Leadership and Management Theories In Education (3 credits)

Sinopsis/Synopsis:

Dalam kursus ini, teori kepimpinan, model, konsep, dan amalan yang mempengaruhi pembangunan organisasi pendidikan akan diterokai. Perspektif yang berbeza akan membolehkan kajian komprehensif tentang teori kepimpinan dalam konteks persamaan dan perbezaan dan perbincangan tentang pendekatan mereka dapat menangani isu-isu dan cabaran kepimpinan pada masa depan. Malah. Kepimpinan yang autentik dan berkesan membangunkan organisasi pendidikan yang berjaya dari segi strategi yang optimum dan bermakna. Perhatian akan diberikan kepada kebolehgunaan dan kebolehsuaian konsep dan teori yang sesuai untuk persekitaran pendidikan yang sentiasa berubah.

Kursus ini memperkenalkan teori pengurusan dan kegunaannya sehingga ke hari ini serta strategi yang boleh diintegrasikan secara beransur-ansur untuk diamalkan dalam organisasi pendidikan. Kandungan kursus ini juga menumpukan kepada peranan setiap pengurusan pendidikan sebagai entiti yang berbeza daripada segi sifat, ciri-ciri dan kerelevenannya. Sebagai satu disiplin yang pelbagai, teori pengurusan pendidikan, ciri-ciri utamanya serta pengaplikasian pada tahap yang berbeza dalam organisasi pendidikan juga akan diketengahkan dengan pelbagai bukti emperikal. Limitasi teori-teori dan konsep-konsep juga akan dibincangkan bagi menghasilkan pemahaman yang lebih jelas ketika mana ia diamalkan. Pelajar akan diminta untuk mensintesis dan menganalisis isu-isu yang dikenalpasti berdasarkan model dan teori yang relevan sebagai skop kajian.

In this course, leadership theories, models, concepts, and practices that influence educational organization development will be explored. Different perspectives that will enable a comprehensive review of leadership theories within the context of their similarities and differences and a discussion on how they might address leadership issues and challenges will be ensured. Also authentic and effective leadership for developing optimal strategies and leading successful education organizations will be defined. Attention will be given to the applicability and adaptability of the concepts and theories that will be suitable for the fast paced, ever changing educational environments

The course also introduces management theories and their evolvement till today and strategy that can be integrated gradually in educational organizational practices. The content also focuses on the role of educational management as it is a separate entity in terms of theoretical nature, characteristics and relevance. As a separate discipline, educational management theories, their main features, practices at different level of educational organizations will be highlighted with various empirical evidences. The limitation of all these theories and concepts will also be discussed for clearer understanding while applying the theories as practitioners. Students will be required to synthesise and analyse the identified issues based on relevant models and theories as the scope of the study.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Christensen, T., Laegreid, P., Rovik, K., A., (2020). Organization Theory and the Public Sector: Instrument, Culture and Myth (2nd edition). Routledge: New York
- Bush, T. et al (2019). Principles of Educational Leadership & Management 3rd Edition, Kindle Edition, SAGE Publications Ltd.
- Capper, C. A., (2019). Organizational Theory for Equity and Diversity: Leading Integrated, Socially Just Education. Routledge: New York
- Peter G. Northouse (2018). Leadership: Theory and Practice 8th Edition, Kindle Edition. SAGE Publications, Inc.
- John P. Dugan (2017). Leadership Theory: Facilitator's Guide for Cultivating Critical Perspectives 1st Edition. Jossey-Bass.
- Bush, T. (2018). Theories of Educational Leadership & Management (6th ed). SAGE Publications.

PQN7013 Seminar Amalan Profesional dalam Kepimpinan dan Pengurusan Pendidikan (3 kredit)
Seminar on Professional Practices in Educational Leadership and Management (3 credits)

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 salah satu 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 melaksanakannya, pelajar perlu meneliti secara mendalam sebanyak mungkin sorotan literatur 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 profesional yang merupakan isu pserancangan dan 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 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: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Amzat, I. H., & Valdez, N. P. (2017). *Teacher empowerment toward professional development and practices: Perspectives across borders. Springer Singapore. London: Bloomsbury Publishing PLC*
- In Earley, P. & Greany, T. *School Leadership and Education System Reform* (2017).
- Durrant, J. (2020). *Teacher Agency, Professional Development and School Improvement, Routledge*.
- Hunzicker, J. (2018). *Teacher Leadership in Professional Development Schools, Emerald Publishing Limited*.
- Burstow, B. (2017). *Effective Teacher Development: Theory and Practice in Professional Learning, Bloomsbury Publishing.*
- Waddell, D., A. Creed, T. G. Cummings and C. G. Worley (2019). *Organisational Change: Development and Transformation, Cengage Learning Australia.*
- Capper, C. A. (2018). *Organizational Theory for Equity and Diversity: Leading Integrated, Socially Just Education, Routledge.*

KURSUS ELEKTIF (PILIH 5 DARIPADA 11 KURSUS)
ELECTIVE COURSES (CHOOSE 5 FROM 11 COURSES)

PQN7001 Pengurusan dan Pentadbiran Pendidikan (3 kredit)
Educational Management and Administration (3 credits)

Sinopsis/Synopsis:

Kursus ini akan memperkenalkan teori-teori pentadbiran organisasi secara umum dan perkembangan serta integrasinya secara beransur-ansur kepada persekitaran pendidikan. Secara umum, kursus ini bertujuan untuk meningkatkan pengetahuan pelajar dan cara berfikir berdasarkan teori pentadbiran serta meningkatkan keupayaan mereka untuk menggunakannya dalam perspektif, tugas dan proses yang berkaitan. Pelajar akan didedahkan kepada realiti struktur organisasi pendidikan supaya mereka melihatnya sebagai pertembungan paradigma dan menyelesaikan masalah dengan justifikasi yang tepat. Pelajar juga akan mendapat pengetahuan tentang isu-isu yang memberi kesan kepada kualiti pendidikan seperti persekitaran dalaman dan luaran, iklim dan budaya sekolah. Pengaruh faktor seperti kuasa, autoriti, pengaruh dan kepimpinan ke atas keberkesanan sekolah juga menjadi fokus dengan tujuan untuk mewujudkan pentadbir serba boleh yang berkompetensi (pembuat dasar, perancang yang baik, pembuat keputusan yang cekap dan sebagainya)
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. The course will also introduce organizational administrative theories in general and their gradual evolvement and integration to educational setting. Generally, the course has the purpose to improve student knowledge and way of thinking in light of administrative theories and enhance their capability to use it in related perspective, task and process. Students will be exposed on the reality of educational organizational structure so that they view it as a clash of paradigms and solve the problem with utmost justification.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Daft, R.L (2013). *Organisational Theory and Design.* South Western Cengage learning: Ohio
- Jones, G (2012). 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.
- Hoy, W. K. & Miskel, C.G. (2013). *Educational administration: Theory, research and practice (International Student Edition).* NY: McGraw-Hill
- Ministry of Education (2013). *Malaysian Education Blueprint 2013-2025.* Kuala Lumpur: The National Printer.
- Rebecca, L.Young (2018) Confronting Climate Crises through Education: Reading Our Way Forward, Lexington Books, The Rowman and Littlefield Publishing Group Inc
- Walter Leal Filho, Anabela Marisa Azul, Luciana Brandli, Pinar Gökçin Özuyar & Tony Wall (2020) Quality Education. Edited by **Leal Filho et al. In Encyclopedia of the UN Sustainable Development Goal.** Springer International Publishing.

PQN7002 Kepimpinan Pendidikan (3 kredit)
Educational Leadership (3 credits)

Sinopsis/Synopsis:

Kursus ini membincangkan asas kepimpinan seperti definisi, andaian perspektif, ciri keberkesanan dan peranan utama kepimpinan. Bagi meningkatkan pencapaian sesebuah institusi pendidikan seperti sekolah, pendidikan tinggi dan Kementerian Pendidikan, menerusi penambahbaikan nilai dan struktur serta misi kepimpinan, kursus ini turut membincangkan strategi bersesuaian bagi seseorang pemimpin mengamalkan gaya dan teori

kepimpinan tertentu bagi mewujudkan persekitaran institusi pendidikan yang kondusif. Untuk mencapai keberkesanan kompetensi kepimpinan, cabaran kepimpinan dikenal pasti bagi tujuan perbincangan.

This course discusses the fundamental of leadership such as definitions, assumptions, characteristics of effectiveness and key roles of leadership. To enhance the achievements of educational institutions such as schools, higher education and the Ministry of Education, through enhancing the values, structures and missions of leadership, this course also discusses appropriate strategies for a leader to apply certain leadership styles and theories to create a conducive educational environment. To achieve effective leadership competence, leadership challenges are identified for discussion purposes.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of Educational Leadership & Management* (3rd ed.). London: SAGE Publication.
- Heffernan, A. (2018). *The Principal and School Improvement: Theorizing Discourse, Policy, and Practice (Educational Leadership Theory).* Singapore: Springer Nature.
- Yukl, G., (2018). *Leadership in Organizations* (8th ed.). Harlow: Pearson.
- Northouse, P.N. (2018). Introduction to Leadership: Concepts and Practice (4th ed.). London: SAGE Publication.
- Duke, D.L. (2015). *Leadership for Low-Performing Schools: A Step-by-Step Guide to the School Turnaround Process*. Maryland: Rowman & Littlefield Publishers.

PQN7003 Perancangan Pendidikan (3 kredit)
Educational Planning (3 credits)

Sinopsis/Synopsis:

Kursus ini akan membincangkan 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 dan lain-lain lagi. Isu-isu semasa berkaitan perancangan pendidikan turut dibincangkan termasuk isu permintaan dan penawaran guru-guru, pendidikan teknik dan vokasional, pendidikan swasta. perancangan desentralisasi, pengurusan berasaskan sekolah, perancangan strategik dalam organisasi serta kos dan pembiayaan pembangunan pendidikan.

The course will discuss 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 and several more. Current issues related to educational planning will also be discussed including the issue of demand and supply for teachers, Technical and Vocational Education, private education, decentralization planning, school-based management, strategic planning in educational organization and cost and financing of educational development.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Forojalla, S.B. (1993). *Educational Planning for Development.* London: St. Martin Press.
- Howes, T. (2018) Effective strategic planning in Australian universities: how good are we and how do we know? *Journal of Higher Education Policy and Management, 40(*5), 442-457
- 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.

- Ministry of Education (2015) *Malaysia Education Blueprint 2015-2025 (Higher Education).* Kuala Lumpur: National Printer.
- Mohammed Ahmed Hassanien. (2017). Strategic planning in Higher Education, a need for innovative model. *Journal of Education, Society and Behavioural Science, 23*(2), 1-11
- Mohammed Sani Ibrahim, Ahmad Zabidi Abdul Razak & Husaina Banu Kenayathulla (2015). *Strategi Implementasi Pelan Pembangunan Pendidikan Malaysia.* Kuala Lumpur: Penerbit Universiti Malaya.
- Tolbert, P.S. & Hall, R.H. (2016). *Organizations: Structures, processes, and outcomes (10th edition).* Englewood Cliffs, NJ: Prentice Hall

PQN7004 Memimpin Perubahan Pendidikan (3 kredit)
Leading Educational Change (3 credits)

Sinopsis/Synopsis:

Kursus ini akan membantu pelajar mengembangkan intervensi kendiri berdasarkan analisis data, untuk menjalankan satu inovasi, untuk menilai impak inovasi tersebut dan untuk menyebarkan dapatan.
This course enables students to develop their self- intervention basedon data analysis, to undertake a real innovation, to evaluate its impact and to disseminate the findings.

Kaedah Penilaian : Penilaian berterusan:100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Heffernan, A. (2018). *The Principal and School Improvement: Theorizing Discourse, Policy, and Practice (Educational Leadership Theory).* Singapore: Springer Nature.
- Fullan, M. (2015). *The new meaning of educational change*. New York: Teachers' College Press.
- Scheerens, J. (2016). Educational effectiveness and ineffectiveness. *A critical review of the knowledge base.* New York: Springer
- Lai, M. K., McNaughton, S., Jesson, R., & Wilson, A. (2020). *practice Partnerships for School Improvement: The Learning Schools Model*. Emerald Group Publishing.
- Malone, H. J. (2015). *Leading educational change: Global issues, challenges, and lessons on whole-system reform*. New York: Teachers College Press.

PQN7005 Kualiti Pendidikan (3 kredit)
Quality of Education (3 credits)

Sinopsis/Synopsis:

Bacaan dan perbincangan mengandungi teori dan konsep terhadap matlamat bagi mencapai standard pendidikan bertaraf dunia, ranking bertaraf dunia, globalisasi, pengantarabangsaan, keberkesanan organisasi dan kecekapan, pertumbuhan dan kemampanan organisasi pendidikan. Beberapa laporan kebangsaan mengenai pendidikan dan perundangan pendidikan akan dikaji semula untuk memahami keamatan keperluan kepada pendidikan yang berkualiti. Rujukan dan kritikan juga akan berkaitan dengan operasi teras dan kualiti pendidikan di beberapa peringkat termasuk sekolah, kolej, dan universiti.
Readings and discussions are consisted of theories and concepts towards the goal of attaining world class education 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 core operation and quality of education at several levels including of schools, colleges, and universities.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Baporikar, N. & Sony, M. (2020). *Quality management principles and policies in higher education.* Hershey PA: IGI Global
- Hughes, P. (Ed.).(2013). *Achieving quality education for all: Perspectives from the Asia-Pacific Region and Beyond*. Springer: USA
- Ministry of Education. (2013). *Malaysia Education Development Plan 2013-2025.* Kuala Lumpur: Ministry of Education
- Mukhopadhyay, M. (2016). *Quality management in higher education*. New Delhi: Sage
- Sallis, E. (2014). *Total Quality Management in Education.* London: Routledge
- Sony, M., Karingada, K. T. & Baporikar, N. (2020). *Quality management implementation in higher education: Practices, models and case studies.* Hershey PA: IGI Global
- Report by UNESCO, World Bank, and OECD for the years 2016-2021

PQN7006 Teknologi Maklumat dan Komunikasi dalam Pengurusan Pendidikan (3 kredit)
Information and Comunication Technology in Educational Management (3 credits)

Sinopsis/Synopsis:

Kursus ini akan menerangkan kepada pelajar tentang peranan pengurus dan pentadbir dalam konteks pengurusan teknologi maklumat dalam sistem pendidikan. Contoh-contoh kajian kes tentang proses penerapan 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 & comminucation 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 Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Tripathi , H. (2020) . *Educational Technology And ICT In Education.* India: Red'shine Publication. Pvt.
- Auer, M.E.,&Tsiatsos, T. (2019).*The Challenges of the Digital Transformation in Education. Switzerland: Springer Publication*
- Ermolayev, V., Carmen Suárez-Figueroa,M., Yakovyna,V., Mayr,H.C., Nikitchenko,M.,& Spivakovsky, A. (2019).*Information and Communication Technologies in Education, Research, and Industrial Applications* .Springer International Publishing.
- Visvizi,A., Lytras,M.D., &Sarirete, A . (2019). *Management and Administration of Higher Education Institutions in Times of Change.* UK: Emerald Publication.
- Anastasiades, P., &Zaranis, N (2018*). Research on e-Learning and ICT in Education: Technological, Pedagogical and Instructional Perspectives* (1st ed.). Switzerland: Springer Publication.

- Marcelino, M. J., Mendes, A. J., & G, Maria, C .A (Eds.).(2016).*ICT in Education.* Spain: *Springer International Publishing.*

PQN7007 Pengurusan Dasar Strategik dalam Pendidikan (3 kredit)
Management of Strategic Policy in Education (3 credits)

Sinopsis/Synopsis:

Kursus ini memfokus kepada analisis dan pengurusan dasar pendidikan, terutamanya dasar makro strategic yang berkaitan dengan pembangunan sosial, ekonomi dan teknologi. 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 alat polisi analisis dan model pengurusan strategik.
This course focuses on analysis and management of education policies, particularly strategic macro policies that relates 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 Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Verger, A., Altinyelken, H. K., & Novelli, M. (Eds.). (2018). *Global education policy and international development: New agendas, issues and policies*. Bloomsbury Publishing.
- Dunn, W. N. (2017). *Public policy analysis: An integrated approach*. Routledge.
- Mundy, K., Green, A., Lingard, B., & Verger, A. (Eds.). (2016). *Handbook of global education policy*. John Wiley & Sons.
- Bajunid, I., Jasmon, G., Gomez, E. T., Yue-Yi, H., Yap, E., Dzulkifli, D., .& Samuel, M. (2017). Reflections on the state and future of Malaysia's education. In *Education in Malaysia* (pp. 155-173). Springer, Singapore.
- Abd Rahman Idris et al. (2014). *Analisis Strategik Dasar Pendidikan.* Kuala Lumpur: Penerbit UM.
- Ministry of Education Malaysia (2013). *Malaysian Education Blueprint* 2013-2025. Putrajaya: The Ministry.
- Ministry of Education Malaysia (2015). *Malaysian Higher Education Blueprint* 2015-2025. Putrajaya: The Ministry.

PQN7008 Pengurusan Sumber Manusia dalam Pendidikan (3 kredit)
Human Resource Management in Education (3 credits)

Sinopsis/Synopsis:

Dalam kalangan 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 Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Armstrong, M., Taylor, S., (2020). *Armstrong's Handbook of Human Resource Management Practice 15th. Ed. Kogan Page: London.*
- Banfield, P., Kay, R., Royles, D., (2018). *Introduction to Human Resource Management 3rd ed. Oxford University Press: UK.*
- Dessler, Gary (2017). *Human Resource Management. 15th.ed. Essex: Pearson Education Limited*.
- Kementerian Pendidkan Malaysia (2013). *Pelan Pembangunan Pendidikan (Pendidkan Tinggi) 2013-2025, KPM, Putrajaya.*
- Odden, Allen R. (2011). *Strategic Management of Human Capital in Education. New York: Routledge.*

PQN7009 Perancangan Kewangan dan Ekonomi Pendidikan (3 kredit)
Financial Planning and Economics of Education (3 credits)

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 dan 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: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Gunderson, M., & Oreopolous, P. (2020). Returns to education in developed countries. In *The Economics of Education* (pp. 39-51). Academic Press.
- Hanushek, E. A. (2020). Education production functions. In *The Economics of Education* (pp. 161-170). Academic Press.
- Panigrahi, J. (2018). Financing of Higher Education Institutions: Access to Funds and Issues of Equity. In *Education Finance, Equality, and Equity* (pp. 113-134). Springer, Cham.

- BenDavid-Hadar, I. (2018). School Finance Policy and Justice. In *Education Finance, Equality, and Equity* (pp. 19-37). Springer, Cham.
- Brewer, D. J. & Picus, L.O. (2014). Encyclopedia of Education Economics and Finance. Sage Publications: Singapore
- Shahril@Charil Marzuki (2008). *Dasar kewangan pendidikan.* Kuala Lumpur: PTS Publication & Distributors.
- Shahril@Charil Marzuki (2005). *Mengurus dan membiayai pendidikan di Malaysia.* Kuala Lumpur: PTS Publication & Distributors.

PQN7010 Gelagat dan Pembangunan Organisasi dalam Pendidikan (3 kredit)
Organizational Behaviour and Development in Education (3 credits)

Sinopsis/Synopsis:

Kursus ini menekankan kepelbagaian demografi dan budaya dalam organisasi serta menangani isu dan cabaran yang berkaitan dengannya. Pemahaman ini akan membantu pelajar, kakitangan, guru dan pemimpin untuk mewujudkan budaya kolaboratif dalam organisasi. Teori motivasi juga termasuk bagi menekankan kepada para pemimpin bagaimana berperilaku dengan orang bawahan untuk menyempurnakan tugasan bagi memaksimumkan pengeluaran. Perbincangan juga merangkumi topik berkaitan stres dan emosi, bahagian penting manusia yang mempunyai kesan yang signifikan terhadap pengambilan keputusan pemimpin dan produktiviti guru. Bersama dengan tingkah laku organisasi, komponen pembangunan organisasi dan pemahaman mereka dengan strategi yang berubah juga difokuskan. Faktor yang memupuk perubahan dari dalam dan luar serta cabaran dan isu berkaitan telah dimasukkan dalam perbincangan untuk memahami dekonstruksi dan pembinaan semula pertubuhan pendidikan melalui revolusi digital.
This course highlights the presence of demographic and cultural diversity in organization and address the issues and challenges related to it. This understanding will help students, staff, teachers, and leaders to create a collaborative culture in organization. Motivational theories are also included to enlighten the leaders how to behave with subordinates to get the things done for maximising the output. Also the discussion includes the topic 'stress and emotion', the essential part of human being, which has significant impact on leaders' decision making and teachers' productivity. Along with organizational behaviour, the components of organizational development and their understanding with changing strategy are also focussed. Factors fostering change from inside and outside and related challenges and issues have been included in discussion to comprehend the Deconstruction and Reconstruction of the Educational Organization through digital revolution.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Donald L Anderson (2019, 5th edition) *Organization Development: The Process of Leading Organizational Change. Thousands Oak, CA: Sage Publications, Inc.Sage Publications*
- Cummings T. G & Worley, C. G (2018, 11th edition) *Organizational Development and Change. Stamford: Cengage Learning*
- Stephen P. Robbins , Timothy Campbell , Timothy A. Judge (2017) *Organizational Behaviour. Harlow: Pearson Education Limited*
- Robert G. Owens& Thomas C. Valesky (2013) *Organizational Behavior in Education: Pearson New International Edition : Leadership and School Reform(7th Edition) Harlow, UKn: Pearson Education Ltd*

PQN7011 Penyeliaan dan Bimbingan dalam Organisasi Pendidikan (3 kredit)
Supervision and Coaching in Educational Organization (3 credits)

Sinopsis/Synopsis:

Sejak kebelakangan ini, terdapat perdebatan tentang pelbagai definisi dan pandangan tentang penyeliaan dan tugas penyelia yang telah berubah daripada peranan yang berpusat kepada mengawal-selia berubah kepada peranan yang bersifat lebih menyokong, jelekit, koperatif dan pementoran. Dua persoalan yang boleh meransang

pemikiran kita terhadap perkembangan ini adalah: (1) Apakah proses penyeliaan dan bimbingan yang boleh membantu atau menggalakkan perkembangan dan pengajaran guru ditingkatkan? (2) Apakah ilmu pengetahuan dan kemahiran yang perlukan oleh seorang penyelia dan pembimbing boleh membantu guru yang berada pada tahap perkembangan yang berbeza? Oleh itu, dalam memberi maklum balas terhadap dua persoalan ini, kepentingan pembelajaran guru dalam proses penambahbaikan pengajaran mesti menjadi elemen paling utama. Justeru, peranan penyelia dan pembimbing sebagai pemimpin pengajaran dan proses penyeliaan dan bimbingan sebagai platform untuk membantu and menyokong perkembangan professional guru perlu di lihat secara kritis. Kursus ini tertumpu kepada konsep dan proses amalan penyeliaan dan bimbingan untuk menambahbaik keberkesanan sekolah melalui peningkatan dan pembangunan profesional guru-guru, secara berterusan berasaskan kepada tahap perkembangannya. Kandungan kursus terbentuk daripada gabungan tiga modul Kurikulum Kepimpinan iaitu: (a) Pembangunan Profesional yang Berfokus dan Berkesinambungan, (b) Pembangunan Pasukan Kepimpinan Pengajaran, dan (c) Bimbingan Penambahbaikan Sekolah. Program ini akan membolehkan calon membangunkan pengetahuan dan kemahiran menyelia dan membimbing yang penting dan mustahak dalam menyokong dan mengekalkan prestasi profesional guru yang lebih baik dalam sesebuah organisasi.

In recent years, there has been a debatable concern in the shift of definitions and views of supervision, and supervisors' roles from a control or deficit roles towards more supportive, collegial, cooperative, and mentoring roles. Two stimulating questions leading to our thinking in relation to the above development would be: (1) What are the supervisory and coaching processes that promote teacher's professional growth and development, which results in quality instructions? and (2) What knowledge and skills do supervisors and coaches need in order to help teachers in multiple stages of professional development? Hence, in responding to these two questions, teacher learning must be viewed as the most important element in the instructional improvement process. With that, the roles of supervisors and coaches as instructional leaders and the supervision and coaching processes as teachers' professional development platforms should be viewed critically in promoting individuals continuous growth and organisational systemic development, which can result in effective schools. Therefore, this course will focus on the concept and processes of supervisory and coaching practices in facilitating school effectiveness through capacity-building enhancement and professional development of teachers in school context. The course content derived heavily on three Leadership Curriculum Modules which includes: (a) Focused and Sustained Professional Development, (b) Building Instructional Leadership Teams, and (c) Coaching for School Improvement. Consequently, this course will enable candidates to develop essential and desirable knowledge and skills to support and sustain teachers' continuous professional development for the betterment of performance in an organisation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method : *Continuous assessment:* 100%

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction : *Malay/ English*

Rujukan Utama:
Main references:

- Townsend. Tony (Ed) (2019). *Instructional Leadership and Leadership for Learning in Schools. Understanding Theories of Leading. Palgrave Macmillan.*
- Cochrane. H. and Newton. T, (2017). *Supervision and Coaching: Growth and Learning in Professional Practice. Routledge.*
- Sally J. Zepeda (2016). *Instructional Supervision 4th Edition. Routledge*.
- Alena Aguilar (2016). *The Art of Coaching Teams: Building Resilient Communities that Transform Schools. John Wiley & Sons Inc. New York, United States*.
- Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2013). *SuperVision and Instructional Leadership: A Developmental Approach (9th Edition). Allyn & Bacon Educational Leadership*.
- Jim Knight (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction. SAGE Publisher, Thousand Oaks, United States*

JABATAN PSIKOLOGI PENDIDIKAN DAN KAUNSELING
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELLING

Program *Programme*	:	**Sarjana Kaunseling Profesional** ***Master of Professional Counseling***
Kod Program *Programme Code*	:	**PQA**
Mod Program *Programme Mode*	:	**Kerja Kursus** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

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

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan Kaunseling dengan PNGK 3.00 atau setaraf
   A Bachelor of Counseling degree with CGPA of 3.00 or equivalent

   ATAU/*OR*

2. Ijazah Sarjana Muda dari apa jua disiplin sains sosial dengan PNGK 3.00 atau setaraf
   A Bachelor Degree in any discipline of Social Sciences with CGPA of 3.00 or equivalent

   DAN/*AND*

   i. Pengalaman kerja dalam bidang perhubungan membantu, atau
      Working experience in the field of helping relationship, or

   ii. Kelayakan profesional dari badan profesional yang diiktiraf, atau
      A professional qualification from recognised professional bodies, or

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan lain diiktiraf setaraf dengannya dan diluluskan Senat dari semasa ke semasa.
      Qualifications are recognized as equivalent and approved by the Senate from time to time.

   ATAU/*OR*

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

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year experience in related field, or

iii. Merupakan penerima biasiswa, atau
A sponsorship holder, or

iv. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

4. Keperluan Khas Program
Program Special Requirement

Lulus Penilaian Khas PTJ
Passed Special Assessment by RoC

Syarat Bahasa*/ Language Requirements*

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

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

atau/*or*

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

atau/*or*

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

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

Sepenuh Masa / *Full Time*

Tempoh Minimum	:	4 Semester Biasa
Minimum Period	:	*4 Regular Semesters*
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	*8 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Untuk menghasilkan warga kaunselor yang dinamik dan reflektif yang berupaya memantau dan memperbaiki amalan profesional serta boleh mengaplikasi pengetahuan, kemahiran dan pendekatan praktikal kaunseling untuk menyelesaikan masalah yang berkaitan dengan bidang kaunseling dan kesihatan mental dalam agensi komuniti dan sosial; sektor kerajaan atau persendirian; pusat kaunseling universiti dan kolej; agensi atau institusi yang memberikan perkhidmatan kaunseling individu, perkahwinan dan keluarga, perkhidmatan perancangan dan penempatan kerjaya; hospital; seting perniagaan, dan lain-lain agensi kesihatan mental berkaitan.
To produce dynamic and reflective counselors capable of monitoring and improving professional counseling practice and able to apply practical counseling knowledge, skills and approaches to resolve issues related to counseling and mental health in community and social agencies; government and private sectors; university and college counseling centers; agencies and institutions that provide marriage and family counseing services, career planning and placement services centers; hospitals; business settings and other related mental health agencies.

5. 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*
PLO 1	Menganalisa dan mensintesis secara kritis pengetahuan lanjutan dan ilmu yang timbul dari penyelidikan yang berkaitan kaunseling dalam menghadapi cabaran profesion kaunseling *Critically analyse and synthesise advanced knowledge and those emerging from research that are related to counselling in meeting the challenges of the counselling profession.*
PLO 2	Menilai isu dan keperluan baharu yang muncul dalam bidang kaunseling dan menyelesaikannya secara inovatif dengan mempamerkan kesarjanaan pengetahuan dan memasukkan teknik analisis dan numerasi lanjutan. *Evaluate emerging issues and needs in the counselling field innovatively and solve these issues by demonstrating mastery of knowledge and incorporating advanced analytical and numerical techniques.*
PLO 3	Menyusun dan menerapkan ilmu dan kemahiran kaunseling dengan menggunakan pelbagai teknik termasuk teknologi digital bagi memperkukuhkan pengetahuan dan amalan perkhidmatan kaunseling *Organise and apply the knowledge and skills of counselling by employing various techniques, including digital technology to strengthen the knowledge and practices of counselling services.*
PLO 4	Mengamalkan gaya kepimpinan yang sesuai, mempamerkan sikap tanggungjawab serta dapat bekerjasama secara berkesan dengan pelbagai pihak dalam melaksanakan perkhidmatan kaunseling. *Practice suitable leadership skills, demonstrate accountability and cooperate effectively with various parties in implementing counselling services.*
PLO 5	Memberikan komitmen untuk melaksanakan tugas sama ada secara individu atau berpasukan/berkelompok dengan menggunakan kemahiran komunikasi dan interpersonal yang baik dalam semua seting kaunseling *Commit to delivering tasks either individually or through teams/groups with good communication and interpersonal skills in all counselling settings.*
PLO 6	Menegakkan profesionalisme dan etika untuk memenuhi piawai etika kaunseling profesional dalam meningkatkan imej profesion pada setiap masa *Uphold professionalism and ethics to fulfil professional counselling standards in enhancing the image of the profession at all times.*
PLO 7	Mempamerkan sikap dan komitmen yang positif dalam pembelajaran sepanjang hayat dengan menggabungkan minda keusahawanan bagi memenuhi perkembangan bidang kaunseling dan kemajuan profesional. *Exhibit positive attitude and commitment to life-long learning by integrating entrepreneurial mind set in response to the developing world of counselling and professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi lima puluh tujuh (57) kredit yang melibatkan aktiviti pengajaran, pembentangan seminar, latihan profesional, dan laporan penyelidikan.
The program includes fifty-seven (57) credits namely teaching activities, seminar presentations, professional training, and research reports.

Program ini disusun mengikut dua (2) komponen utama iaitu empat puluh dua (42) kredit bagi Kursus Teras dan tiga (3) kredit Kursus Elektif. Jumlah kredit adalah bagi memastikan semua komponen kursus yang ditetapkan dalam Piawaian dan Kelayakan Latihan Kaunselor dipatuhi.
The programme is organised into two (2) main components which comprises forty-two (42) credit of the core course and three (3) credit of the Elective Course. The credit amount is to ensure that all components of the course specified in the Counselor Training Standards and Qualification are met.

Kursus Teras Fakulti (Wajib)
Faculty Core Courses (Compulsory)

POX 7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX 7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
PQA 7002	Teori Perkembangan Kerjaya *Career Development Theories*	3 kredit *credits*
PQA 7003	Isu Profesional dan Etika dalam Kaunseling *Professional and Ethical Issues in Couseling*	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 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	Internship *Internship*	6 kredit credits
PQA 7019	Teori Kaunseling *Counseling Theories*	3 kredit *credits*
PON 7002	Perkembangan Sepanjang Hayat *Lifespan Development*	3 kredit credits

Kursus Elektif (Pilih Satu)
Elective Courses (Select One)

PQA 7007	Psikopatologi *Psychopathology*	3 kredit credits
PQA 7016	Intervensi Krisis *Crisis Intervention*	3 kredit *credits*
PQA 7017	Kaunseling Rehabilitasi *Rehabilitaion Counseling*	3 kredit credits
PQA 7018	Kaunseling di Institut Pengajian Tinggi *Counseling in Higher Education Institution*	3 kredit *credits*
PQA 7020	Kaunseling Perkahwinan dan Keluarga *Marriage and Family Counseling*	3 kredit *credits*

Projek Penyelidikan

PQX 7002	Projek Penyelidikan *Research Project*	12 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA KAUNSELING PROFESIONAL
MASTER OF PROFESSIONAL COUNSELLING

KOMPONEN/ COMPONENT	SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4		JUMLAH KREDIT/ TOTAL CREDIT
	MATA PELAJARAN/ SUBJECT	KREDIT/ CREDIT	MATA PELAJARAN/ SUBJECT	KREDIT/ CREDIT	MATA PELAJARAN/ SUBJECT	KREDIT/ CREDIT	MATA PELAJARAN/ SUBJECT	KREDIT/ CREDIT	
	POX 7001 Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX 7003 Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3					**6**
Kursus Teras (Wajib) *Core Courses (Compulsory)*	PQA 7019 Teori Kaunseling *Counseling Theories* PQA 7002 Teori Perkembangan Kerjaya *Career Development Theories* PON 7002 Perkembangan Sepanjang Hayat *Lifespan Development*	3 3 3	PQA 7004 Teknik Kaunseling *Counseling Techniques* PQA 7005 Amalan Kaunseling Kerjaya *Career Counseling Practices* PQA 7006 Pentaksiran dalam Perkhidmatan Kaunseling *Assessment in the Counseling Service* PQA 7009 Kaunseling Kelompok *Group Counseling*	3 3 3 3	PQA7003 Isu Profesional dan Etika dalam Kaunseling *Professional and Ethical Issues in Couseling* PQA 7008 Kaunseling Pelbagai Budaya *Multicultural Counseling* PQA7010 Praktikum Kaunseling *Counseling Practicum*	3 3 3	PQA 7015 Internship *Internship*	6	36

Kursus Elektif (Pilih Satu) *Elective Courses (Select One)*			PQA 7018 Kaunseling di Institut Pengajian Tinggi *Counseling in Higher Education Institution* PQA7016 Intervensi Krisis *Crisis Intervention*	3 3	PQA7007 Psikopatologi *Psychopathology* PQA 7020 Kaunseling Perkahwinan dan Keluarga *Marriage and Family Counseling*	3 3			**3**
					PQA7017 Kaunseling Rehabilitasi *Rehabilitation Counseling*	3			
Projek Penyelidikan *Research Project*					PQX 7002 Projek Penyelidikan (P1) *Research Project (P1)*	6	PQX 7002 Projek Penyelidikan (P2) *Research Project (P2)*	6	**12**
Jumlah Kredit ***Total Credit***		**12**		**15**		**18**		**12**	**57**

JUMLAH KREDIT KESELURUHAN: 57 Kredit
OVERALL TOTAL CREDIT: 57 Credit

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis /Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.
This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data

analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcibing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

PQA7002 Teori Perkembangan Kerjaya (3 Kredit)
PQA7002 Career Development Theories (3 Credit)

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 mempersiapkan 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: *Malay / English*

Rujukan Utama:
Main References:

- Brown, S. D. & Lent, W. L. (2020). *Career development and counseling: Putting theory and research to work* (3nd Edition). John Wiley & Sons
- Saviskas, M. L. (2018). *Career counseling* (2nd Edition). American Psychological Association.
- Sulaiman, H., Melati Sumari, M., Khalid. N. M., & A. Razak. N.A (2021). *Perkembangan, perancangan dan maklumat kerjaya*. KL: Penerbit Universiti Malaya.

PON7002 Perkembangan Sepanjang Hayat (3 Kredit)
PON7002 Lifespan Development (3 Credit)

Sinopsis/*Synopsis*

Kursus ini memberi pelajar asas pengetahuan mengenai perkembangan manusia dalam setiap perkembangan dalam kehidupan. Ia juga membezakan pelbagai jenis teori dan membuat perkaitan antara satu sama lain.
This course gives an input on the system of organizing and analyzing different people in different stages of human development. Discussion will also include the concept and theories of human development.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Baranovich, D. (2017). *Understanding and mentoring the hurt teenager*. Partridge Publishing, Singapore.
- Baranovich, D. (2019). *Child-centered filial play skills: Bonding through play a manual for mental health professionals, parents and caregivers of hurt children.* Malaysia: Pearson Publications.
- Boyd, B., & Bee, H. L. (2019). *Lifespan development* (2nd Ed.). USA: Test Bank.
- Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective* (2nd Ed.). USA: Creative Commons.
- Laura, E. B. (2017). *Exploring lifespan development* (7th Ed.). USA: Pearson.
- Santrock, J. W. (2021). *Life span development* (18th Ed.). USA: Mc Graw Hill.

PQA7003 Isu Profesional dan Etika dalam Kaunseling (3 Kredit)
PQA7003 Professional and Ethical Issues in Counseling (3 Credit)

Sinopsis/*Synopsis*

Kursus ini memperkenalkan kepada pelajar tentang Kod Etika Kaunselor (Lembaga Kaunselor Malaysia) yang menjadi garispanduan dalam pelaksanaan kaunseling secara beretika dan profesional di Malaysia dan juga ACA Code of Ethics (American Counseling Association). Isu-isu semasa berkaitan etika dalam profesyen kaunseling akan dibincangkan dan pelajar akan dilatih untuk mengenalpasti dan menyelesaikan isu-isu berkaitan amalan piawai dan etika kaunseling secara profesional.
This course introduce to the students the Counselor Code of Ethics (Malaysian Board of Counselors) which act as the guidelines in conducting ethical and professional counseling in Malaysia and also the ACA Code of Ethics (American Counseling Association). The current issues related to ethics in the counseling profession will be discussed and students will be trained to identify and solve issues related to the practice of standard and ethics of counseling professionally.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Corey, G., Corey, M. S., & Corey, C. (2018). *Issues and ethics in the helping professions* (10th Edition). Cengage Learning, Inc.
- Finlay, L. (2019). *Practical ethics in counseling and psychotherapy: A relational approach,* London, Sage.
- Pope, K. S., & Vasquez, M. J. (2017). *Ethics in psychotherapy and counseling: A practical guide* (5th Edition). San Francisco; Jossey-Bass.
- Rafidah Aga Mohd Jaladin & Lau, P. L. (2013). *Isu profesional dan etika dalam kaunseling dan psikoterapi. Kuala Lumpur*: Penerbit UM.

PQA7004 Teknik Kaunseling (3 Kredit)
PQA7004 Counseling Techniques (3 Credit)

Sinopsis/*Synopsis*

Kursus in bertujuan untuk melatih pelajar menjalankan sesi kaunseling secara berkesan menggunakan asas-asas kaunseling individu dan kemahiran komunikasi teraputik. Pelajar akan menjalankan latihan amali kaunseling individu berlandaskan proses-proses kaunseling yang sebenar dan menyesuaikan teknik dan teori dalam usaha menyelesaikan masalah klien. Melalui pengalaman menjalankan sesi kaunseling individu, pelajar akan dapat mengenalpasti dan memformulasikan pendekatan peribadi dan teknik untuk menjadi seorang kaunselor yang profesional dan berkesan.
This course aims to train students in conducting effective counseling sessions using the basics of individual counseling and therapeutic communication skills. Students will conduct practical individual counseling sessions based on the actual counseling process and accommodate various techniques and theories in the attempt to solve clients problems. Through this experience of individual counseling sessions, student will be able to identify and formulate personal approaches and techniques in becoming a professional and effective counselor.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Cormier, S., Nurius, P.S. & Osborn C.J. (2017). *Interviewing and change strategies for helpers* (8th edition). Cengage Learning.
- Hill, C. E. (2020). *Helping skills: Facilitating exploration, insight, and action* (4th Edition). American Psychological Association.
- Melati Sumari, Ida Hartina Ahmed Tharbe, Norfaezah Md Khalid & Azmawaty Mohamad Nor. (2014).*Teori kaunseling dan psikoterapi*. Kuala Lumpur: Penerbit Universiti Malaya.
- Stafford, M.R. & Bond, T. (2020). *Counseling skills in action* (5th Edition). London: Sage Publishing.

PQA7005 Amalan Kaunseling Kerjaya (3 Kredit)
PQA7005 Career Counseling Practices (3 Credit)

Sinopsis/*Synopsis*

Kursus in bertujuan meningkatkan pengetahuan dan kemahiran pelajar dalam amalan kaunseling kerjaya melalui mengintergrasikan teori perkembangan kerjaya dengan aspek kaunseling kerjaya yang praktikal. Pelajar akan dilatih mengamalkan struktur kaunseling kerjaya termasuk membina kerjasama teraputik, mengumpul maklumat pekerjaan, melaksanakan kaedah penilaian kuantitatif dan kualitatif, melaksanakan proses membuat keputusan kerjaya dan perancangan dan menilai sesi kaunseling kerjaya tersebut. Kursus ini juga membincangkan isu kerjaya untuk klien pelbagai latarbelakang dan perancangan program kaunseling kerjaya di setting-setting berlainan.
This course aims to enhance the knowledge and skills of the students in career counseling practice through the integration of career development theories with the practical aspects of career counseling. Students will be train use the career counseling structure including building a theraputic alliance, gathering career related information, conducting the quantitative and qualitative assessment, decision making and planning process and evaluating the career counseling session. This course also discuss the career issues of clients from various backgrounds and planning of career counseling program in different settings.

Prasyarat/Keperluan Minimum Kursus: PQA7002
Course Pre-requisite(s)/Minimum Requirement(s): PQA7002

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Brown. D. (2021). *Career information, career counselling & career development (12th Edition)* Pearson.
- Melati Sumari,M., Md Khalid, N., & A.Razak, N.A. (2015). *Teori dan amalan kaunseling kerjaya.* Kuala Lumpur : Penerbit Universiti Malaya.
- Sulaiman, H., Sumari, M., Md Khalid, N., & A.Razak, N.A., (2021). *Perkembangan, perancangan, dan maklumat kerjaya*. Kuala Lumpur: Penerbit Universiti Malaya.
- Zunker, V. G. (2021). *Career counseling: A holistic approach (10th Edition).* Belmont, CA: Thomson Learning

PQA7006 Pentaksiran dalam Perkhidmatan Kaunseling (3 Kredit)
PQA7006 Assessment in Counseling Services (3 Credit)

Sinopsis/*Synopsis*

Kursus ini melatih pelajar menjalankan ujian-ujian psikometrik dipelbagai lapangan seperti dalam seting pendidikan, institusi atau agensi (swasta atau awam) yang menawarkan perkhidmatan kaunseling. Kursus ini adalah direkabentuk untuk memberikan peluang kepada pelajar mengimplementasikan kemahiran dan pengetahuan mengenai ujian psikometrik yang diperlukan untuk menjadi kaunselor yang kompeten. Kursus ini juga memberikan peluang kepada pelajar menggunakan pendekatan klinikal dalam membuat pemarkatan, merekod, mentaksir, menganalisa, dan memberi maklumbalas kepada klien mengenai hasil dapatan melalui ujian psikometrik yang dijalankan.
This course train students to conduct psychometric test in various fields such as in educational, institutions or agencies settings (private or public) offering the counselling services. This course is designed to provide students with the opportunity to implement the skills and knowledge of psychometric test required to become a competent counselor. This course provides the opportunity for students to use clinical approaches in scoring, recording, analysing and providing feedback to clients through psychometric tests conducted.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Balkin, S.R. & Juhnke, G. A. (2018). A*ssessment in counseling: Practice and application* (1st ed.). Oxford.
- Danica G. Hayes (2017). *Assessment in counseling*. (6th ed.). American Counseling Association.
- Wiston, S.S. (2017). *Principles and application of assessment in counseling*. (5th ed.). Cengage Learning: Boston.

PQA7007 Psikopatologi (3 Kredit)
PQA7007 Psychopathology (3 Credit)

Sinopsis/*Synopsis*

Kursus ini akan memberi pendedahan mendalam kepada pelajar mengenai spektrum luas berkenaan psikopatologi sebagaimana yang ditakrifkan dalam DSM 5. Tumpuan kursus ini akan merangkumi etiologi, kelaziman, tanda-tanda dan gejala, serta kriteria untuk mendiagnosis pembezaan keadaan psikopatologi seseorang individu.
This course will provide an in-depth review to the students of a broad spectrum of psychopathological conditions as defined in the DSM5. The focus of this course will include the etiology, prevalence and incidence, signs and symptoms, and criteria for differential diagnosis for individuals.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris

Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- American Psychological Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: Author.
- *APA handbook of psychopathology* (2018). Washington, DC: Author.
- Giovanni, S., Broome, M., Raballo, A., Vincent, A., (2019). *The Oxford handbook of phenomenological psychopathology.* (1st ed.) Oxford.

PQA7008 Kaunseling Pelbagai Budaya (3 Kredit)
PQA7008 Multicultural Counseling (3 Credit)

Sinopsis/*Synopsis*

Kursus ini direka untuk memberi pengetahuan dan kemahiran kaunseling pelbagai budaya kepada pelajar. Pelajar akan belajar teori, kemahiran dan pendekatan tertentu yang boleh digunakan dalam sesi kaunseling bersama klien daripada kelompok budaya yang pelbagai termasuklah golongan minoriti. Di antara populasi yang akan diberi tumpuan ialah kelompok minoriti seperti golongan warga tua, ibu/bapa tunggal, janda/duda, penjenayah juvana, penagih dadah, homoseksual, kanak-kanak berkeperluan khas, orang kurang upaya (OKU)dan lain-lain.
The course is designed to provide students with the knowledge and skills in multicultural counselling. Students will be taught the various theories, skills and approaches that are relevant for counselling clients from diverse cultural groups including the minorities. Among the focused populations are cultural minority groups such as the elderly, single mother/father, divorcees, juvenile offenders, drug addicts, homosexuals, special needs children, persons with disabilities and others.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (2016). *Handbook of multicultural counselling* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2017). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Belmont, CA: Cengage Learning.
- Pedersen, P. B., Lonner, W. J., Draguns, J. G., Trimble, J. E., & Scharron-del Rio, M. R. (2016). *Counselling across cultures* (7th ed.). Thousand Oaks, CA: Sage Publications.
- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counselling the culturally diverse: Theory and practice* (8th ed.). New York, NY: John Wiley & Sons.

PQA7009 Kaunseling Kelompok (3 Kredit)
PQA7009 Group Counseling (3 Credit)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk melatih pelajar merancang dan menguruskan sesi kaunseling kelompok secara profesional 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 in planning and managing group counseling sessions professionally and effectively. This course focuses on developing the communication and leadership skills among students through practical group counseling sessions. Through the combination of theoretical and experiential learning in real group counseling sessions, students are able to ascertain suitable strategies and theories to manage issues

arising in group counseling sessions.

Prasyarat/Keperluan Minimum Kursus: PQA7001
Course Pre-requisite(s)/Minimum Requirement(s): PQA7001

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination: 40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Ida Hartina Ahmed Tharbe. (2017). *Kepimpinan kaunseling kelompok: Teori dan praktis.* Kuala Lumpur : Penerbit Universiti Malaya.
- Chen, M.W & Ryback, C.J (2017) *Group leadership Skills: Interpersonal process in group counseling and therapy* (2nd Edition). Sage Publication Inc.
- Corey, M. S., Corey, G. & Corey, C. (2017). *Groups: Process and practice* (10th Edition) . Cengage Learning.
- Jacobs, E. E., Schimmel, C. J., Masson, R. L.,& Harvill, R. L. (2015) *Group counseling: Strategies and skills* (8th Edition). Cengage Learning.

PQA7010 Praktikum Kaunseling (3 Kredit)
PQA7010 Counseling Practicum (3 Credit)

Sinopsis/*Synopsis*

Kursus ini memerlukan pelajar mempamerkan pengetahuan dan kemahiran kaunseling pada tahap lanjutan dengan melaksanakan tugas-tugas asas sebagai kaunselor pelatih. Ini termasuk melaksanakan sesi kaunseling individu dan kelompok, promosi perkhidmatan kaunseling, tugas-tugas pentadbiran dan menganjurkan program-program berasaskan kaunseling yang bersesuaian. Sesi amali kaunseling dan sumbangsaran yang dijalankan melalui perbincangan berpandu dan penyeliaan akan meningkatkan keupayaan pelajar untuk menyelesaikan masalah klien dengan berkesan. Pelajar diharapkan mengaplikasikan pendekatan teoritikal dan teknik yang bersesuaian di dalam sesi mereka disamping mengendalikan klien dari latarbelakang silang budaya.
This course requires students to demonstrate their knowledge and skills of counselling at an advance level by conducting the duties as a counsellor trainee. This includes conducting individual and group counselling session, promoting the counselling service, administrative duties and organising relevant counselling-based program. Practical counselling and brainstorming sessions through guided discussions and supervision will enhance students' ability to solve clients' problems effectively. Students are expected to apply specific theoretical approaches and appropriate techniques in their session and attend clients from multicultural backgrounds.

Prasyarat/Keperluan Minimum Kursus: PQA7001, PQA7004
Course Pre-requisite(s)/Minimum Requirement(s): PQA7001, PQA7004

Kaedah Penilaian: Penilaian Berterusan: 100%
Assessment Method: *Continuous Assessment: 100%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Baird, B. N. & Mollenm D. (2019). *Internship, practicum, and field placement handbook: a guide for the helping professions* (8th ed.) New York: Routledge.
- Corey, G. (2020). *Theory and practice of counseling and psychotherapy, enhanced* (10th ed.). Mason US: Cengage Learning Inc.
- Jungers, C.M., & Scott, J. (2019). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (6th ed.).New York: Routledge.
- Nurius, P. S., Cormier, S., & Osborn, C.J. (2017). *Interview and change strategies for helpers* (8th ed.) Mason US: Cengage Learning Inc.
- Perry, W. (2018). *Basic counseling techniques: A begining therapist's toolkit* (3rd ed.). United Stated:

Toplink Publishing, LLC
- Sumari, S., Ahmed Tharbe, I.H, Md Khalid, N., & Mohamed Nor, A. (2014). *Teori kaunseling dan psikoterapi.* Kuala Lumpur: Penerbit Universiti Malaya.

PQA7015 Internship (6 Kredit)
PQA7015 Internship (6 Credit)

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: *Malay / English*

Rujukan Utama:
Main References:

- Baird, B. N.& Mollen, D. (2018). *The internship, practicum, and field placement handbook : A guide for the helping professions (8th Ed.).* New York: Routledge.
- Hill, C.E. (2014). *Helping skills: Facilitating exploration, insight, and action* (4th Edition).Washington DC: American Psychological Association.
- Hodges, S (2019). *The Counseling Practicum And Internship Manual (3rd Edition) : A Resource For Graduate Counseling Students.* Springer Publishing Company.
- *Kod Etika Kaunselor* (2011). Penerbitan Lembaga Kaunselor.

PQA7016 Intervensi Krisis (3 Kredit)
PQA7016 Crisis Intervention (3 Credit)

Sinopsis/*Synopsis*

Kursus ini direka untuk memberi pengetahuan dan kemahiran intervensi krisis kepada pelajar. Kandungan kursus merangkumi penerangan krisis itu sendiri, teori intervensi krisis, jenis-jenis krisis secara umum dan peranan kaunselor dalam menangani krisis berdasarkan kepada tinjauan literatur yang berkaitan. Di samping itu, kursus ini turut menyelitkan contoh-contoh dan situasi bagaimana seorang kaunselor menghadapi krisis yang berlaku kepada klien. Melalui kursus ini, diharapkan agar para pelajar dapat mengenali situasi-situasi yang tergolong dalam kategori krisis dan seterusnya menghulurkan bantuan dan sokongan segera sekiranya diperlukan.
The course is designed to provide students with the knowledge and skills in crisis intervention. Course content comprises explanation on crisis, theories of crisis intervention, types of crises on general, and roles of counsellors in dealing with crisis based on relevant review of literature. In addition, this course also includes examples and situations on how a counsellor deals with a client who suffers from a crisis. Through this course, it is hoped that students can identify situations which fall into crisis category and provide immediate help and support, if necessary
.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination: 40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- James, R.K. & Gilliland, B.E. (2017). *Crisis intervention strategies* (8th ed). Boston, MA: Cengage Learning, Inc.
- Rafidah Aga Mohd Jaladin & Aina Razlin Mohammad Roose (2020). *Intervensi krisis dalam hubungan menolong*. Kuala Lumpur: Penerbit Universiti Malaya
- Rafidah Aga Mohd Jaladin & Nurul Aini Mudayat (2016). *Pengenalan kepada kaunseling krisis*. Kuala Lumpur: PERKAMA International.

PQA7017 Kaunseling Rehabilitasi (3 Kredit)
PQA7017 Rehabilitation Counseling (3 Credit)

Sinopsis/*Synopsis*

Kursus ini mendedahkan pelajar untuk menganalisa keperluan program kaunseling rehabilitasi bagi Orang Kurang Upaya. Pelajar akan didedahkan dengan konsep-konsep dan model-model ketidakupayaan serta kategori Orang Kurang Upaya. Sebahagian daripada isu yang akan dibincangkan adalah keperluan kaunseling individu, kerjaya dan keluarga. Kursus ini juga memperkenalkan kepada pelajar kaedah perancangan, pengendalian dan penilaian program bimbingan dan kaunseling yang berkesan bagi Orang Kurang Upaya.
The course expose the students to analyse the needs of rehabilitation counselling programs for Persons with Disabilities. They will be exposed to concepts of disability, models of disability and the category of Persons with Disabilities. Some of the issues that will be discussed are the need for individual, career and family counselling. The course will also introduce the students to method of planning, organizing and evaluating effective guidance and counselling programs for Persons with Disabilities.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination: 40%*

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

Rujukan Utama:
Main References:

- Marini, I., Millington, M. J., & Glover-Graf, N. M. (2017*). Psychosocial aspects of disability: Insider perspectives and strategies for counselors* (2nd Ed). Springer Publishing Company.
- Chan, F., Berven, N. L., & Thomas, K. R. (2015). *Counseling theories and techniques for rehabilitation and mental health professional*s (2nd Ed). Springer Publishing Company.
- Tarvydas, V. M., & Hartley, M. T. (2017). *The professional practice of rehabilitation counseling* (2nd Ed). Springer Publishing Company.

PQA7018 Kaunseling di Institut Pengajian Tinggi (3 Kredit)
PQA7018 Counseling in Institute of Higher Learning (3 Credit)

Sinopsis/*Synopsis*

Kursus ini mendedahkan pelajar untuk menganalisa keperluan program bimbingan dan kaunseling di IPT. Pelajar akan didedahkan dengan teori-teori perkembangan pelajar di peringkat kolej. Sebahagian daripada isu yang akan dibincangkan adalah keperluan kaunseling individu, akademik dan kerjaya. Kursus ini juga memperkenalkan kepada pelajar untuk membuat perancangan program bimbingan dan kaunseling, merancang program yang berkesan di peringkat pengajian tinggi.
The course exposes students to analyse the need for guidance and counseling programs in higher education. They will be exposed to college student development theories. Some of the issues that will be discussed are the need for individual, academic, and group career counseling. The course will also teach the students to plan effective guidance and counselling programs in higher education institutions.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination: 40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Abes, E.S., Jones, S.R., Stewart, D.L. (eds.) (2019). *Rethinking college student development theory using critical frameworks*. Stylus Publishing.
- Burke, M.G. & Sauerheber, J.D, Hughey, A.W. & Laves, K.S. (2016) *Helping skills for working with college students: Applying counseling theory to student affairs practice*. Routledge.
- Patton, L.D., Renn, K.A , Guido, F.M, Quay, S.J, Forney, D. S. & Evans, N. J. (2016). *Student development in college : Theory, research, and practice.* San Francisco, CA: Jossey-Bass.
- Schuh, J. H., Jones, S. R., Harper, S. R., & Komives, S. R. (2016). *Student services: A handbook for the profession.6th Edition*. San Francisco: Jossey-Bass.

PQA7019 Teori Kaunseling (3 Kredit)
PQA7019 Counseling Theories (3 Credit)

Sinopsis/*Synopsis*

Kursus ini bertujuan untuk membantu pelajar memahami dan menilai teori-teori kaunseling utama dan kontemporari sebagai kerangka memahami tingkahlaku manusia untuk dijadikan panduan utama dalam mengendalikan sesi kaunseling secara professional. Pelajar akan didedahkan kepada teknik-teknik yang berkaitan berdasarkan teori-teori yang dipelajari.
The objective of the course is to enable students to understand and assess the major and contemporary counseling theories as the framework of understanding human behaviours and main guide in conducting counseling sessions professionally. Students will also be introduced to the related techniques based on the theories learned.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination:40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Corey, G. (2017) *Theories and practice of counseling and psychotherapy* (10E Asia Edition) Cengage Learning, Inc.
- Gladding, S.T. (2017). *Counseling: A comprehensive profession* (8th Edition) . Pearson.
- Melati Sumari, Ida Hartina Ahmed Tharbe, Norfaezah Md Khalid & Azmawaty Mohamad Nor (2014). *Teori kaunseling dan psikoterapi* . Kuala Lumpur: Penerbit Universiti Malaya.

PQA7020 Kaunseling Perkahwinan dan Keluarga (3 Kredit)
PQA7020 Marriage and Family Counselling (3 Credit)

Sinopsis/*Synopsis*

Kursus ini dibina untuk mendedahkan pelajar kepada keperluan kaunseling perkahwinan dan keluarga dalam masyarakat. Di antara topik yang dibincangkan adalah model-model utama dan kontemporari dalam kaunseling perkahwinan dan keluarga dan model utama dalam terapi pasangan. Selain itu, pelajar akan dibimbing untuk menilai isu-isu kekeluargaan dari perspektif kaunseling keluarga. Pengenalan kepada perundangan keluarga Islam dan Civil juga akan didedahkan.
This course is designed to expose students to the needs of marriage and family counseling in the community. Among the topics discussed were key and contemporary models in marriage and family counseling and key models in couples therapy. In addition, students will be guided to evaluate family issues from a family counseling perspective. Introduction to Islamic and Civil family law will also be revealed.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination: 40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Gladding, S.T (2019). *Family therapy: History, theory and practice*, Boston, MA: Pearson.
- Nichols, (2017). *Family therapy: Concepts and methods.* Boston, MA: Pearson.
- Patterson, J., & Williams. L., Edwards, T.M., Chamow, L., & Grauf-Grounds, C. (2018). *Essential skills in family therapy: From the first interview to termination* (3rd Edition) New York, NY: The Guilford Press.

PON 7002 Perkembangan Sepanjang Hayat (3 Kredit)
PON 7002 Lifespan Development (3 Credit)

Sinopsis/*Synopsis*

Kursus ini memberi pelajar asas pengetahuan mengenai perkembangan manusia dalam setiap perkembangan dalam kehidupan. Ia juga membezakan pelbagai jenis teori dan membuat perkaitan antara satu sama lain.
This course gives an input on the system of organizing and analyzing different people in different stages of human development. Discussion will also include the concept and theories of human development.

Kaedah Penilaian: Penilaian Berterusan: 60%, Peperiksaan: 40%
Assessment Method: *Continuous Assessment: 60%, Examination: 40%*

Bahasa Pengantar: Bahasa Malaysia/ Bahasa Inggeris
Medium of Instruction: *Malay / English*

Rujukan Utama:
Main References:

- Baranovich, D. (2017). *Understanding and mentoring the hurt teenager*. Partridge Publishing, Singapore.
- Baranovich, D. (2019). *Child-centered filial play skills: Bonding through play a manual for mental health professionals, parents and caregivers of hurt children.* Malaysia: Pearson Publications.
- Boyd, B., & Bee, H. L. (2019). *Lifespan development* (2nd Ed.). USA: Test Bank.
- Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective* (2nd Ed.). USA: Creative Commons.
- Laura, E. B. (2017). *Exploring lifespan development* (7th Ed.). USA: Pearson.
- Santrock, J. W. (2021). *Life span development* (18th Ed.). USA: Mc Graw Hill.

PQX7010 Projek Penyelidikan (12kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.
This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson

Program *Programme*	:	**Sarjana Pendidikan Awal Kanak-Kanak** ***Master of Early Childhood Education***
Kod Program *Programme Code*	:	**PQP**
Mod Program *Programme Mode*	:	**Kerja Kursus** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan Awal Kanak-Kanak dengan PNGK 3.00 atau setaraf
   A Bachelor of Early Childhood Education with CGPA of 3.00 or equivalent

   ATAU/*OR*

2. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00
   A Bachelor Degree with CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
      Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

   ii. Kelayakan Mengajar yang diiktiraf universiti atau,
      Teaching qualification recognised by the university or,

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
      Teaching experience in an institution recognised by the Senate or,

   iv. Kelayakan professional dari badan professional yang diiktiraf atau
      A professional qualification from recognised professional bodies or,

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
      Qualifications that are approved by the Senate from time to time

   ATAU/*OR*

4. Ijazah Sarjana Muda dalam bidang Pendidikan Awal Kanak-Kanak dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor Degree in Early Childhood Education with CGPA of 2.70 to 2.99 *or equivalent*

DAN/*AND*

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year working experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda dengan PNGK 2.70 – 2.99 atau setaraf
A Bachelor of Education Degree with CGPA of 2.70 – 2.99 or equivalent

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00) atau,
Postgraduate Diploma in Education (Minimum of CGPA 3.00) or,

ii. Kelayakan Mengajar yang diiktiraf universiti atau,
Teaching qualification recognised by the university or,

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat atau,
Teaching experience in an institution recognised by the Senate or,

iv Kelayakan professional dari badan professional yang diiktiraf atau
A professional qualification from recognised professional bodies or,

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa
Qualifications that are approved by the Senate from time to time

DAN/AND

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

i. Graduan UM, atau
UM Graduates, or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun, atau
At least one (1) year working experience in related field, or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan, atau
Published in related field, or

iv. Merupakan penerima biasiswa, atau
A sponsorship holder, or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj, atau
Passed an interview by RoC, or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

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

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

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

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

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum	:	3 Semester Biasa
Minimum Period	:	*3 Regular Semesters*
Tempoh Maksimum	:	8 Semester Biasa
Maximum Period	:	*8 Regular Semesters*

B. Separuh Masa / *Part Time*

Tempoh Minimum	:	5 Semester Biasa
Minimum Period	:	*5 Regular Semesters*
Tempoh Maksimum	:	12 Semester Biasa
Maximum Period	:	*12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Program Sarjana Pendidikan Awal Kanak-kanak bertujuan menghasilkan graduan yang berpengetahuan, berkeperibadian penyayang, berkepimpinan, menjunjung tinggi dan mempertahankan amalan profesional, etika dan lestari dalam menyediakan asuhan dan pendidikan awal kanak-kanak di semua peringkat.
Programme Goal:
The Master of Early Childhood Education program aims to produce graduates who have advanced knowledge, caring personality, leadership, uphold and defend professional, ethical and sustainable practices in providing early childhood care and education at all settings.

5. 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*
PLO 1	Membanding pengetahuan yang berkaitan dalam pendidikan awal kanak-kanak *Compare relevant and related body of knowledge in early childhood education*
PLO 2	Menganalisis isu mengenai pengetahuan teras, tren semasa dan penemuan penyelidikan dalam persekitaran awal kanak-kanak untuk menghasilkan penyelesaian masalah yang inovatif *Analyse issues on the core knowledge, current trends and research findings in early childhood settings to generate innovative solutions to problems*
PLO 3	Mengaplikasikan kemahiran numerasi dalam menganalisis isu dan trend semasa dalam pendidikan awal kanak-kanak *Apply numeracy skills in analysing current issues and trends in early childhood education*
PLO 4	Menunjukkan penggunaan pelbagai teknologi digital dalam menguruskan maklumat mengenai pendidikan awal kanak-kanak *Demonstrate the use of a broad range of digital technology in managing information on early childhood education*
PLO 5	Menunjukkan keperibadian yang prihatin dan menginspirasi sikap positif ketika menangani atau menyelidiki masalah/trend dalam pendidikan awal kanak-kanak *Demonstrate caring personality and inspire positive attitude when addressing or investigating issues/trends in early childhood education*
PLO 6	Menunjukkan corak pemikiran keusahawanan dalam pentadbiran dan pengurusan pendidikan awal kanak-kanak *Demonstrate entrepreneurial mind-set in the administration and management of early childhood education*
PLO 7	Mereka program penglibatan keluarga dan komuniti dalam meningkatkan kesejahteraan kanak-kanak pada tahun-tahun pembentukannya *Design family and community involvement programmes in enhancing the well-being of children in their formative years*
PLO 8	Menunjukkan kemahiran komunikasi, interpersonal dan kepemimpinan yang berkesan dalam menganjurkan pendidikan awal kanak-kanak yang berkualiti *Demonstrate effective communication, interpersonal and leadership skills in organizing quality early childhood education*
PLO 9	Menyokong profesionalisme dan etika dalam menyediakan perkhidmatan asuhan dan pendidikan awal kanak-kanak *Advocate professionalism and ethics in providing early childhood care and education services*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh dua (42) kredit yang merangkumi dua puluh satu (21) kredit bagi kursus teras, sembilan (9) kredit elektif dan dua belas (12) 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 that involves twenty-one (21) credit of core courses, nine (9) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3 kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3 kredit *credits*
PQP7001	Perkembangan Kanak-Kanak *Child Development*	3 kredit *credits*
PQP7004	Organisasi dan Pentadbiran Program Pendidikan Awal Kanak-Kanak *Organization and Administration Program of Early Childhood Education*	3 kredit *credits*
PQP7005	Intervensi Awal Kanak-Kanak *Early Childhood Intervention*	3 kredit *credits*
PQP7002	Trend dan Isu dalam Pendidikan Awal Kanak-Kanak *Trends and Issues in Early Childhood Education*	3 kredit *credits*
PQP7003	Kurikulum dalam Pendidikan Awal Kanak-Kanak *Curriculum in Early Childhood Education*	3 kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12 kredit *credits*

Kursus Elektif (Pilih 3 / *Elective Courses (Select 3)*

PQP7006	Main dan Peluahan Kreatif dalam Pendidikan Awal Kanak-kanak Play and *Creative Expression in Early Childhood Education*	3 kredit *credits*
PQP7007	Literasi dan Numerasi dalam Pendidikan Awal Kanak-Kanak *Literacy and Numeracy in Early Childhood Education*	3 kredit *credits*
PQX7009	Penulisan Akademik *Academic Writing*	3 kredit *credits*
PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3 kredit *credits*
PQC7010	Pendidikan STEM *STEM education*	3 kredit *credits*
POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation*	3 kredit *credits*
PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3 kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN AWAL KANAK-KANAK
MASTER OF EARLY CHILDHOOD EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Teras	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
		PQP7001	Perkembangan Kanak-Kanak *Child Development*	3	PQP7004	Organisasi dan Pentadbiran Program Pendidikan Awal Kanak-Kanak *Organization and Administration Program of Early Childhood Education*	3			
		PQP7002	Trend dan Isu dalam Pendidikan Awal Kanak-Kanak *Trends and Issues in Early Childhood Education*	3	PQP7005	Intervensi Awal Kanak-Kanak *Early Childhood Intervention*	3			
		PQP7003	Kurikulum dalam Pendidikan Awal Kanak-Kanak *Curriculum in Early Childhood Education*	3	PQX7010	Projek Penyelidikan *Research Project*	6			
	Kursus Elektif (Pilih 2 daripada 5 kursus)	PQP7006	Main dan Peluahan Kreatif dalam Pendidikan Awal Kanak-kanak Play and *Creative Expression in Early Childhood Education*	3	POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation*	3			
		PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3	PQC7010	Pendidikan STEM *STEM education*	3			
					PQX7009	Penulisan Akademik *Academic Writing*	3			
	Jumlah Kredit			**15**			**18**			

2	Kursus Teras	PQX7010	Projek Penyelidikan *Research Project*	6						
	Kursus Elektif (Pilih 1 daripada 2 kursus)	PQP7007	Literasi dan Numerasi dalam Pendidikan Awal Kanak-Kanak *Literacy and Numeracy in Early Childhood Education*	3						
		PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3						
	Jumlah Kredit			**9**						
				24			**18**			
	Jumlah Keseluruhan	**42**								

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN AWAL KANAK-KANAK
MASTER OF EARLY CHILDHOOD EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester III (Semester Khas)		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Teras	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
		PQP7001	Perkembangan Kanak-Kanak *Child Development*	3	PQP7004	Organisasi dan Pentadbiran Program Pendidikan Awal Kanak-Kanak *Organization and Administration Program of Early Childhood Education*	3			
		PQP7002	Trend dan Isu dalam Pendidikan Awal Kanak-Kanak *Trends and Issues in Early Childhood Education*	3	PQP7005	Intervensi Awal Kanak-Kanak *Early Childhood Intervention*	3			
Jumlah Kredit				**9**			**9**			

Tahun	Komponen	Semester I			Semester II			Semester III (Semester Khas)		
		Kod	**Kursus**	**Kredit**	**Kod**	**Kursus**	**Kredit**	**Kod**	**Kursus**	**Kredit**
2	Kursus Teras	PQP7003	Kurikulum dalam Pendidikan Awal Kanak-Kanak *Curriculum in Early Childhood Education*	3	PQX7010	Projek Penyelidikan *Research Project*	6			
	Kursus Elektif (Pilih 3 sahaja daripada 6 kursus)	PQP7006	Main dan Peluahan Kreatif dalam Pendidikan Awal Kanak-kanak *Play and Creative Expression in Early Childhood Education*	3	POG7005	Aplikasi Teknologi dalam Pelaksanaan Kurikulum *Application of Technology in Curriculum Implementation*	3			
		PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3	PQC7010	Pendidikan STEM *STEM education*	3			
		PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for Research in Education*	3	PQX7009	Penulisan Akademik *Academic Writing*	3			
Jumlah Kredit				**9**			**9**			

Tahun	Komponen	Semester I			Semester II			Semester III (Semester Khas)		
		Kod	**Kursus**	**Kredit**	**Kod**	**Kursus**	**Kredit**	**Kod**	**Kursus**	**Kredit**
3	Kursus Teras	PQX7010	Projek Penyelidikan *Research Project*	6						
Jumlah Kredit				**6**						
Jumlah Keseluruhan		**42**								

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis /Synopsis:

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

analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.
This course is designed to help students understand the basic concepts of quantitative and qualitative data analysis. Through lectures and practical assignments, students not only learn how to choose the right data analysis method, but also analyse quantitative and qualitative data using appropriate methods and interpret accurate data analysis results. The course content covers quantitative data analysis methods which include descriptive and inference analysis. In addition, qualitative data analysis methods include preparing data, transcibing data, coding data, analysing and reporting analysis results. In general, this course covers the basic knowledge and skills of data analysis for quantitative and qualitative research that students must master when conducting educational research.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics*, 4th edition. *(Asas statistik penyelidikan, edisi keempat)* Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

PQP7001 Perkembangan Kanak-Kanak (3 kredit)
Child Development (3credits)

Sinopsis /Synopsis:

Kursus ini memberi tumpuan kepada pencapaian perkembangan kanak-kanak dan faktor risiko yang mungkin memberi kesan kepada perkembangan, mengkritik isu-isu utama dan kontroversi yang dihadapi hari ini. Selanjutnya mencadangkan aktiviti/program perkembangan kanak-kanak yang akan melibatkan keluarga dalam meningkatkan kesejahteraan kanak-kanak..
This course focuses on children's developmental achievements and the risk factors that may affect development, critiquing key issues and controversies facing today. Further suggest child development activities/programs that will involve families in improving children's well-being.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Santrock, J. (2020). *Child development (15th Ed.)*. McGraw Hill Publishing.
- Paris, J., Ricardo, A., & Rymond, D. (2019). *Child growth and development*. California community colleges. Chancellor's Office.
- Berk, L. E. (2019). *Exploring child development*. Pearson.
- Kaye, L. (2019). *Young children in a digital age. Supporting learning and development with technology in early years.* Routledge.

PQP7004 Organisasi dan Pentadbiran Program Pendidikan Awal Kanak-Kanak (3 kredit)
Organization and Administration Program of Early Childhood Education (3 credits)

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 tadika). Kursus ini akan membincang secara terperinci konsep pengurusan dan pentadbiran program awal kanak-kanak, keperluan penubuhan program taska dan tadika, struktur organisasi dan teori organisasi, kemahiran-kemahiran pengurusan yang meliputi pengurusan persekitaran, program pemakanan, kesihatan dan keselamatan, pengurusan sumber manusia dan penilaian program.
This course provides students with a basic knowledge of the establishment and organization and administration of early childhood programs from the time after birth to preschool (organization of kindergartens). This course will discuss in detail the concept of management and administration of early childhood programs, the need for the establishment of kindergarten programs, organizational structure and organizational theory, management skills covering environmental management, nutrition, health and safety programs, human resource management and evaluation program.

.**Kaedah Penilaian** : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Click, P. & Karkos, K.A. (2019). *Administration of programs for Young Children*, 10th edition. Belmont, CA: WADSWORT Cangage Learning.
- MacDonald. S. (2016). *Inspiring Early Childhood Leadership: Eight Strategies to Ignite Passion and Transform Program Quality.* Gryphon House
- Strehmel.P. Heikka. J., Hujala. E.,Rood.J. & Waniganayake. M., eds. (2019). *Leadership in Early Education in Times of Change.* Robert Bosch Faudation. Germany
- Barblett, L. (2018). *Early Childhood Leadership in Action: Evidence-Based Approaches for Effective Practice.* Routledge.
- Barringer, B. R. & Ireland, D. R. (2018). *Entrepreneurship: Successful Launching New Ventures.* Pearson.

PQP7005 Intervensi Awal Kanak-Kanak (3 kredit)
Early Childhood Intervention (3 credits)

Sinopsis /Synopsis:

Kursus ini akan mendedahkan menganalisis isu-isu utama, trend terkini kajian berkaitan intervensi awal kanak-kanak, mengaplikasi penggunaan teknologi yang bersesuian dalam menjalankan intervensi bersama kanak-kanak, merekabentuk pelbagai program intervensi untuk pendidikan awal kanak-kanak setelah melalui perancangan yang teliti dan menunjukkan sikap beretika dan professional ketika menjalankan program intervensi bersama kanak-kanak dan keluarga di Taska/Tadika.
This course will reveal the analysis of key issues, the latest trends of research related to early childhood intervention, apply the use of appropriate technology in conducting interventions with children, design various intervention programs for early childhood education after careful planning and demonstration ethical and professional attitude when conducting intervention programs with children and families in Nursery/Kindergarten

Assessment Method *:* Penilaian berterusan*: 60%,* Peperiksaan akhir*: 40%*
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- McWilliam, R.A. (2021). Routines-Based Early Intervention: *Supporting Young Children and Their Families.* Amazon Club: USA
- Sukkar, H., Dunst, C.J., & Kirkby, J. (2018). *Early Childhood Intervention: Working with Families of Young Children with Special Needs*. Routledge
- Johnson,J., NaomiL.R. , & Bricker, D. (2015). *An Activity-Based Approach to Early Intervention: The Definitive Guide to ABI.* Brookers Publishing: United States**.**

PQP7002 Trend dan Isu dalam Pendidikan Awal Kanak-Kanak (3 kredit)
Trend and Issues in Early Childhood Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan membincangkan, membandingkan, menganalisis dan mengevaluasi major trend, isu dan cabaran dalam pendidikan awal kanak-kanak. Selanjutnya mengaplikasi penggunaan teknologi dalam analisis trend dan isu terkini dalam pendidikan awal kanak-kanak.
This course aims to discuss, compare, analyze and evaluate major trends, issues and challenges in early childhood education. Further apply the use of technology in the analysis of current trends and issues in early childhood education

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Feeney, S., Galper, A., Seefeldt, C.(2018). *Continuing issues in Early Childhood Education (*3rd edition). Pearson Allyn Bacon Prentice Hall:USA.
- Isenberg, J.P. & Jalongo, M.R. (2017). *Major trends and Issues in Early Childhood Education,* 4th edition. Teachers College Press: UK.
- Bruce, T. (2015). *Early Childhood Education* (5th edition). Hodder Education:UK.
- Wortham, S.C. (2016). *Currents Issues and Trend in Assessment in early Childhood Education,* (7th edition). Pearson Allyn Bacon Prentice Hall:USA.

PQP7003 Kurikulum Dalam Pendidikan Awal Kanak-Kanak (3 kredit)
Curriculum in Early Childhood Education (3 credits)

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.
This course aims to examine curriculum theory and practice from the perspective of early childhood education such as Montessori, Reggio Emilia, High Scope and Developmentally Appropriate Practice as well as early childhood education curriculum abroad and Malaysia. Important aspects related to the effective implementation of the early childhood education curriculum will also be discussed. The focus is on identifying issues and problems for research purposes.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Paris. J., Beeve. K., & Springer.C (2019) *Introduction to Curriculum For Early Childhood Education. College of The Canyons*
- Thomas.T. & Mclnnes.K. (2017) *Teaching Early Years: Theory and Practice. Sage*
- Morrisson. G.S (2017) *Early Childhood Education Today. Pearson Education*.

KURSUS ELEKTIF (PILIH 3 DARIPADA 6 KURSUS)
ELECTIVE COURSES (CHOOSE 3 FROM 6 COURSES)

PQP7006 Main dan Peluahan Kreatif dalam Pendidikan Awal Kanak-Kanak (3 kredit)
Play and Creative Expression in Early Childhood Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertumpu kepada proses main dan perluahan kreatif yang berkaitan dengan j 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.
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Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Sluss, D. J. (2019). *Supporting play in early childhood: Environment, curriculum, assessment* (3rd ed.). Cengage Learning.
- Barbour, A. (2016). *Play today: Building the young brain through creative expression.* Gryphon House.
- Fox, J.E. & Schirrmacher, R. (2015). *Art and creative development for young children (*8th ed.). Cengage Learning.
- Mariani Md Nor, Adelina Asmawi, & Lau Poh Li.(2014). *Understanding Play in Children's World.* Pearson Publication Sdn Bhd.

PQP7007 Literasi dan Numerasi dalam Pendidikan Awal Kanak-Kanak (3 kredit)
Literacy and Numeracy in Early Childhood Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memberi kefahaman kepada pelajar tentang teori dan amalan perkembangan literasi dan numerasi peringkat awal kanak-kanak. Kursus ini juga akan mengkaji isu-isu berkaitan dengan literasi dan numerasi peringkat awal, konteks budaya literasi awal dan peranan guru dan ibu bapa dalam memajukan literasi dan numerasi. Aspek-aspek pentaksiran yang membantu perkembangan literasi dan numerasi juga akan dibincangkan. Kursus ini turut meneroka penyelidikan berkenaan literasi dan numerasi awal kanak-kanak.
The course intends to provide students with an understanding of theories and practices in literacy and numeracy development of early childhood. This course will also investigate issues related to literacy and numeracy at the early stage, the cultural context of early literacy and numeracy and the role of teachers and parents in promoting literacy and numeracy. Aspects of assessment that support literacy and numeracy development will also be discussed. The course will also explore research pertaining to literacy and numeracy of early childhood education.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Fellowes, J. & Oakley, G. (2017). *Language, Literacy and early Childhood Education.* OUP Australia and New Zealand Publisher.
- James P. Byrnes, Barbara A. Wasik (2019). *Language and Literacy Development*. (Second Edition). The Guilford Press.
- Saracho, O.N. (2021). *Research in Young Children's Literacy and Language Development : Language and literacy development for different populations*. London: Taylor & Francis Ltd.
- Sellars, M. (2017). *Numeracy in Authentic Contexts: Making Meaning Across the Curriculum*. Singapore: Springer
- Norris. K., Schuhl. S. (2016) *Engage in The Mathematical Practice: Strategies to Bulid Literacy and Numeracy With K-5 Learners*. Solution Tree Press. USA
- Westwood, P.S. (2021). *Teaching for Numeracy Across the Age Range: An Introduction (SpringerBriefs in Education*). (First Edition). Springer.

PQX7009 Penulisan Akademik (3 kredit)
Academic Writing (3 credits)

Sinopsis /Synopsis:

Kursus ini direkabentuk untuk pelajar di mana Bahasa Inggeris bukan merupakan bahasa pertama mereka. Pelajar diberi pendedahan tentang prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik komunikasi penulisan. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun dan memurnikan teks akademik yang termasuk proposal kajian dan laporan penyelidikan.
This course is designed for students who are not native English speakers. Students will be introduced to key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve academic written communication. It will give hands-on experience in drafting, organising and revising academic texts that includes research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- Barros, L. O. (2016). *The only academic phrasebook you will ever need. 600 examples of academic language*. USA: Create Space Independent Publishing Platform.
- Deane, R. (2015). *Make your writing flow: A practical guide to transitional words and phrases*. USA: Innerscape Publishing.
- Essay Shark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.
- Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing* (2nd Ed.). USA: SAGE Publications, Inc.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed). USA: American Psychological Association.

PQS7004 Psikologi Individu Berkeperluan Khas (3 kredit)
***Psychology of Individuals with Special Needs* (3 credits)**

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan teori kognitif, psikomotor dan afektif yang berkait dengan psikologi individu berkeperluan khas. Topik utama termasuk perbezaan individu, inklusif, modifikasi tingkah laku, psikologi pelajar yang berkeperluan khas pembelajaran, penglihatan, pendengaran, fizikal, dan pintar cerdas dan berbakat. Kursus ini juga membincang tentang akomodasi dalam pengajaran dan pentaksiran serta penyediaan rancangan pendidikan individu.
This course introduces cognitive, psychomotor, and affective theories which are related to individuals with special needs. The core topics include individual differences, inclusiveness, behaviour modification, psychology of students with learning disabilities, visual impairment, hearing impairment, physical disabilities as well as gifted and talented. In addition, the course will include the discussion on instructional and assessment accommodations as well as preparation of individualised education plan.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination*: 40%

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Bryer, F., & Beamish, W. (Eds.) (2019). *Behavioural support for students with special educational needs: Trends across the Asia-Pacific region*. Singapore: Springer.
- Hodkinson, A. (2019). *Key issues in special educational needs, disability and inclusion (Education Studies: Key Issues)* (3rd Ed.). London: SAGE Publications Ltd.
- Martin, A. J., Sperling, R. A., & Newton, K. J. (Eds.) (2020). *Handbook of educational psychology and students with special needs*. UK: Taylor & Francis Ltd.
- Mona, D. (2019). *Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges*. USA: PESI Publishing.
- Rimm, S. B., Siegle, D. B., & Davis, G. A. (2017). *Education of the gifted and talented* (7th Ed.). USA: Pearson.

PQC7010 Pendidikan STEM (3 kredit)
STEM Education (3 credits)

Sinopsis /Synopsis:

Pelajar akan mengembangkan pemahaman mengenai teori, konsep dan isu-isu kontemporari dalam Pendidikan STEM, konteks dan sistem, tempatan, global dan merupakan perbahasan teori dan profesional utama dalam pendidikan STEM seperti yang terdapat dalam penyelidikan kontemporari. Belajar mengenai teknologi digital yang penting untuk penglibatan dalam bidang STEM. Pelajar akan terlibat dengan pedagogi inovatif untuk menjalankan kelas STEM yang merangkumi peringkat sekolah rendah, menengah dan pengajian tinggi. Dengan menggunakan pengetahuan, kemahiran dan kemampuan yang dikembangkan sepanjang kursus, pelajar akan mengkaji secara kritikal penggunaan elemen-elemen ini dalam *setting* STEM kontemporari sehingga meningkatkan peluang anda untuk terlibat dalam amalan STEM yang autentik sebagai seorang pendidik. Kursus ini ditujukan untuk pendidik yang ingin mempraktikkan atau memperluas kemampuan mereka sebagai pendidik sains, teknologi, kejuruteraan, matematik (STEM). Ini akan meningkatkan keupayaan anda untuk memimpin dan menyokong pendidikan STEM yang berkualiti dan memberi inspirasi kepada penglibatan pelajar anda dengan disiplin STEM. Pelajar akan mengembangkan pemahaman yang baik tentang konsep dan isu-isu kontemporari dalam pendidikan, konteks dan sistem STEM, tempatan dan global, dan perbahasan teori dan profesional utama dalam pendidikan STEM seperti yang terdapat dalam penyelidikan kontemporari.
Students will develop an understanding of the underpinning theory, concepts and contemporary issues in STEM education, contexts and systems, locally, globally and of the major theoretical and professional debates in STEM education as located within contemporary research. Learn about the digital technologies essential to engagement in STEM fields. Students will engage with innovative pedagogies to conduct a STEM class which include primary, secondary and tertiary level. Utilising the knowledge, skills and capabilities developed throughout the course,

students will critically examine the use of these elements in contemporary STEM settings thus enhancing your opportunities to engage in authentic STEM practices as an educator. This course is intended for educators who wish to practise or extend their capacity as a science, technology, engineering, mathematics (STEM) educator. It will build your capacity to lead and support quality STEM education and inspire your students' engagement with STEM disciplines. Students will develop a sound understanding of concepts and contemporary issues in STEM education, contexts and systems, locally and globally, and of the major theoretical and professional debates in STEM education as located within contemporary research.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination*: 30%

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Bybee, R.W. (2018). STEM Education Now More Than Ever , NSTApress
- Johnson, C.C., Mohr-Schroader, Moore, T.J. & English, L.D.(eds). (2018). Handbook of Research on STEM Education, Routledge.
- Jolly, A. (2016). STEM by Design, an eye opener.
- Kafai, Y.B. (2006). Constructionism. In: Sawyer, R.K. (ed.) The Cambridge Handbook of the Learning Sciences, Cambridge University Press, New York.
- Bybee, R.W. (2013). The Case for STEM Education: Challenges and Opportunities, NSTApress.
- Idit Harel, Seymour Papert, (1991). Constructionism: research reports and essays, 1985-1990, Media Laboratory

POG7005 Aplikasi Teknologi Dalam Pelaksanaan Kurikulum (3 kredit)
Application of Technology in Curriculum Implementation (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk memperkenalkan pelajar kepada prinsip dan amalan teknologi pengajaran untuk membolehkan ia diaplikasikan dalam pengajaran subjek tertentu.Pelajarakan 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 areas. Students will analyze literature on the 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 the 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 Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Helen, B., & Rhona, S. (2019). *Rethinking Pedagogy for a Digital Age:Principles and Practices of Design.3rd Edition. Routledge*
- Matt, B. (2018). Design of Technology-Enhanced Learning: Integrating Research and Practice. Bingley, UK: Emerald Publishing Limited
- Michael, H ., & Geof, H. (2016). *Teaching and Digital Technologies: Big Issues and Critical Questions*. Cambridge, UK: Cambridge University Press
- Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. International Society for Technology in Education.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination*: 40%

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Chua, Y.P.(2020) *Mastering Research Statistics, 2nd Edition. Kuala Lumpur*: McGraw Hill
- Lomax,R.& Vaughn D.L.(2020). *An introduction to statistical concepts. 4th edition*. New York: Routledge.
- Bluman, A.G. (2019). *Elementary statistics: A step by step approach (9th edition).* New York: McGraw Hill.
- Christopher, A.N. (2016). *Interpreting and Using Statistics in Psychological Research*. London: SAGE Publications. Field, A. (2013). *Discovering statistics using SPSS. London*: SAGE Publication.
- Lind, D., Marchal, W., & Wathen, S. (2011). *Basic Statistics for Business & Economics*. New York: McGraw Hill.

PQX7010 Projek Penyelidikan (3 kredit)
Research Project (3 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.
This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be

supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Program *Programme*	:	**Sarjana Pendidikan Khas** ***Master of Special Education***
Kod Program *Programme Code*	:	**PQQ**
Mod Program *Programme Mode*	:	**Kerja Kursus** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

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

   ATAU/*OR*

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

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00); atau
      Postgraduate Diploma in Education (Minimum of CGPA 3.00); or

   ii. Kelayakan Mengajar yang diiktiraf universiti; atau
      Teaching qualification recognised by the university; or

   iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat; atau
      Teaching experience in an institution recognised by the Senate; or

   iv. Kelayakan professional dari badan profesional yang diiktiraf; atau
      A professional qualification from recognised professional bodies; or

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa.
      Qualifications that are approved by the Senate from time to time.

   ATAU/*OR*

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

   DAN/*AND*

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

i. Graduan UM; atau
UM Graduates; or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun; atau
At least one (1) year experience in related field; or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan; atau
Published in related field; or

iv. Merupakan penerima biasiswa; atau
A sponsorship holder; or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj; atau
Passed an interview by RoC; or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

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

i. Graduan UM; atau
UM Graduates; or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun; atau
At least one (1) year experience in related field; or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan; atau
Published in related field; or

iv. Merupakan penerima biasiswa; atau
A sponsorship holder; or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj; atau
Passed an interview by RoC; or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara/ *International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum : 3 Semester Biasa
Minimum Period : *3 Regular Semesters*

Tempoh Maksimum : 8 Semester Biasa
Maksimum Period : *8 Regular Semesters*

B. Separuh Masa / *Part Time*

Tempoh Minimum : 5 Semester Biasa
Minimum Period : *5 Regular Semesters*

Tempoh Maksimum : 12 Semester Biasa
Maksimum Period : *12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Program Sarjana Pendidikan Khas bertujuan untuk menghasilkan warga pendidik yang dinamik dan reflektif yang dilengkapi dengan pengetahuan mantap dan berupaya memperbaiki amalan, mengaplikasi pengetahuan praktikal, teori pendidikan dan penyelidikan untuk menyelesaikan masalah yang berkait dengan bidang pendidikan khas.
The Master of Special Education aims to produce educators who are dynamic and reflective, equipped with sound knowledge and are able to improve practices, apply practical knowledge, educational theories as well as 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, students will be able to:

Domain MQF	Hasil Pembelajaran/ *Learning Outcomes*
PLO 1	Menguasai kaedah, teori, konsep khusus dan kompleks yang berkaitan dengan pengajaran dan pembelajaran bagi memenuhi cabaran keperluan Pendidikan Khas yang bersifat dinamik. *Critically analyse and synthesise advanced knowledge and those emerging from research that are related to Special Education teaching and learning in meeting the challenges of a dynamic curriculum.*
PLO 2	Menilai isu dan keperluan baharu yang muncul dalam bidang Pendidikan Khas dan menyelesaikannya secara inovatif dengan menguasai pengetahuan, teknik analisa dan numerasi. *Evaluate emerging scenarios and innovatively solve Special Educational related issues demonstrating mastery of knowledge, incorporating advanced analytical and numerical techniques*
PLO 3	Mengaplikasi kemahiran penyelidikan menggunakan pelbagai teknik termasuk teknologi digital bagi memantapkan pengetahuan, amalan pengajaran dan pembelajaran Pendidikan Khas

	Organise and conduct outcomes-based research employing various techniques,including digital technology to strengthen the knowledge and practices on Special Educational teaching and learning
PLO 4	Menampilkan nilai kepimpinan yang inovatif menerusi kolaborasi dengan pelbagai pihak bagi meluaskan ilmu Pendidikan Khas sesuai dengan keperluan semasa. *Adapt suitable leadership styles and demonstrate responsibility and autonomy in emerging and dynamic Special Educational setting.*
PLO 5	Melaksanakan tugas sama ada secara individu atau berpasukan dengan menggunakan komunikasi dan kemahiran interpersonal dalam persekitaran Pendidikan Khas *Commit to delivering tasks either individually or through multi-disciplinary teams with good communication and interpersonal skills in all special educational and organisational settings.*
PLO 6	Mengamalkan etika dan amalan terbaik secara profesional dalam bidang Pendidikan Khas. *Fulfil professional teaching and research standards in enhancing the image of the Special Educational profession at all times.*
PLO 7	Mempamerkan sikap dan komitmen yang positif dalam pembelajaran sepanjang hayat dengan menggabungkan elemen keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang Pendidikan Khas *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of Special Education and for professional advancement*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi dua puluh lima (25) kredit bagi kursus teras, enam (6) kredit elektif dan dua belas (12) 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-three (43) credit that involves twenty-four (24) credit of core courses, six (6) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4	kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12	kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQQ7001	Perkembangan Pendidikan Khas *Development in Special Education*	3	kredit *credits*
PQQ7002	Kurikulum, Strategi dan Pentaksiran Kanak-kanak Berkeperluan Khas *Curriculum, Strategy and Assessment for Children with Special Needs*	3	kredit *credits*
PQQ7003	Pendidikan Inklusif untuk Murid Berkeperluan Khas *Inclusive Education for Students with Special Needs*	3	kredit *credits*
PQQ7004	Diagnosis Dan Pemulihan Dalam Bacaan *Diagnosis and Remedial in Reading*	3	kredit *credits*

PQQ7005	Terapi Dan Intervensi Untuk Pelajar Berkeperluan Khas *Therapy and Intervention for Students with Special Needs*	3	kredit *credits*

<u>Kursus Elektif (Pilih 2) / *Elective Courses (Select 2)*</u>

PQQ7006	Matematik untuk Pelajar Berkeperluan Khas *Mathematics for Students with Special Needs*	3	kredit *credits*
PQQ7007	Pendidikan dan Latihan Teknikal dan Vokasional *Technical and Vocational Education and Training*	3	kredit *credits*
PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3	kredit *credits*
PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3	kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENDIDIKAN KHAS
MASTER OF SPECIAL EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Kursus Teras Disiplin	PQQ7002	Kurikulum, Strategi dan Pentaksiran Kanak-kanak Berkeperluan Khas *Curriculum, Strategy and Assessment for Children with Special Needs*	3	PQQ7005	Terapi Dan Intervensi Untuk Pelajar Berkeperluan Khas *Therapy and Intervention for Students with Special Needs*	3			
		PQQ7003	Pendidikan Inklusif untuk Murid Berkeperluan Khas *Inclusive Education for Students with Special Needs*	3						
		PQQ7004	Diagnosis Dan Pemulihan Dalam Bacaan *Diagnosis and Remedial in Reading*	3						
		PQQ7001	Perkembangan Pendidikan Khas *Development in Special Education*	3						
	Kursus Elektif (pilih 1 sahaja daripada 2 kursus)				PQQ7006	Matematik untuk Pelajar Berkeperluan Khas *Mathematics for Students with Special Needs*	3			
					PQQ7007	Pendidikan dan Latihan Teknikal dan Vokasional *Technical and Vocational Education and Training*	3			
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*)	6			
	Jumlah Kredit			**15**			**19**			

2	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6						
	Kursus Elektif (pilih 1 sahaja daripada 2 kursus)	PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3						
		PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3						
	Jumlah Kredit			**9**						
Jumlah Kredit Keseluruhan		**43**								

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENDIDIKAN KHAS
MASTER OF SPECIAL EDUCATION

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
	Kursus Teras Disiplin	PQQ7001	Perkembangan Pendidikan Khas *Development in Special Education*	3	PQQ7005	Terapi Dan Intervensi Untuk Pelajar Berkeperluan Khas *Therapy and Intervention for Students with Special Needs*	3			
		PQQ7002	Kurikulum, Strategi dan Pentaksiran Kanak-kanak Berkeperluan Khas *Curriculum, Strategy and Assessment for Children with Special Needs*	3						
	Kursus Elektif (pilih 2 sahaja untuk keseluruhan program)				PQQ7006	Matematik untuk Pelajar Berkeperluan Khas *Mathematics for Students with Special Needs*	3			
					PQQ7007	Pendidikan dan Latihan Teknikal dan Vokasional *Technical and Vocational Education and Training*	3			
	Jumlah Kredit			**9**			**9**			

2	Kursus Wajib				POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Kursus Teras Disiplin	PQQ7004	Diagnosis Dan Pemulihan Dalam Bacaan *Diagnosis and Remedial in Reading*	3						
		PQQ7003	Pendidikan Inklusif untuk Murid Berkeperlua Khas *Inclusive Education for Students with Special Needs*	3						
	Kursus Elektif (pilih 2 sahaja untuk keseluruhan program)	PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3						
		PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3						
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			**9**			**10**			

3	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			**6**						
Jumlah Kredit Keseluruhan		**43**								

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data, mengekod data, menganalisis

dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.

- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.
- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQQ7001 Perkembangan Pendidikan Khas (3 kredit)
Development in Special Education (3 credits)

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%, Pentaksiran Sumatif Alternatif: 40%
Assessment Method *: Continuous assessment: 60%, Alternative Summative Assessment: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Gargiulo, R. M., & Bouck, E. C. (2020). *Special education in contemporary society. An introduction to exceptionality* (7th Ed.). USA: Sage Publications, Inc.
- Green, J. (2018). *Assistive technology in special education: Resources to support literacy, communication, and learning differences* (3rd Ed.). USA: Prufrock Press.
- Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2018). *Exceptional learners: An introduction to special education* (14th Ed.). Boston, USA: Pearson.
- Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2018). *Exceptional children: An introduction to special education* (11th Ed.). USA: Pearson.
- Osborne, A. G., & Russo, C. J. (2021). *Special education and the law: A guide for practitioners* (4th Ed.). USA: SAGE Publications, Inc.

PQQ7002 Kurikulum, Strategi dan Pentaksiran Kanak-Kanak Berkeperluan Khas (3 kredit)
Curriculum, Strategy and Assessment for Children with Special Needs (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan membolehkan pelajar memahami konsep kurikulum, strategi dan pentaksiran untuk pendidikan khas dalam konteks Malaysia. Ia juga akan memberi pelajar keyakinan bagaimana mereka boleh menggunakan kurikulum dan merancang strategi pengajaran dan pentaksiran yang sesuai untuk kanak-kanak berkeperluan khas. Kursus ini juga memberi suatu perbandingan di antara Malaysia dan Barat dari aspek kekuatan, kelemahan dan keberkesanan sesuatu kurikulum, pendekatan pengajaran dan pentaksiran.
The aim of this course is to provide knowledge on the concepts of curriculum, strategy and assessment for special education in the Malaysian context so that students are more confident and able to utilise the curriculum as well as implement effective strategy and assessment suited for children with special needs. The course also provides a comparison of what is available locally and overseas pertaining to the strengths, weaknesses and effectiveness of certain curriculum, as well as instructional and assessment approaches.

Kaedah Penilaian : Penilaian berterusan: 60%, Pentaksiran Sumatif Alternatif: 40%
Assessment Method *: Continuous assessment: 60%, Alternative Summative Assessment: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Boyle, J. R., & Scanlon, D. (2019). *Methods and strategies for teaching students with high incidence disabilities: A case-based approach* (2nd Ed.). Australia: Cengage Learning.
- Guerriero, T. S., Houser, M. A., & McGinley, V. A. (2021). *The special educator's guide to assessment: A comprehensive overview by IDEA disability category*. USA: Sage Publications.
- Mitchell, D., & Sutherland, D. (2019). *What really works in special and inclusive education: Using evidence-based teaching strategies*. UK: Taylor & Francis Ltd.
- Sacks, A. (2018). *Special education: A reference book for policy & curriculum development* (3rd Ed.). USA: Grey House Publishing.
- Vaughn, S. R., & Bos, C. S. (2019). *Strategies for teaching students with learning and behavior problems* (10th Ed.). USA: Pearson.

PQQ7003 Pendidikan Inklusif untuk Murid Berkeperluan Khas (3 kredit)
Inclusive Education for Students with Special Needs (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk memperkenalkan pendidikan inklusif untuk murid berkeperluan khas kepada para guru. Topik utama termasuk prinsip dan kepentingan pendidikan inklusif, jenis dan model-model pelaksanaan pendidikan inklusif, tanggungjawab guru aliran perdana dan pendidikan khas, serta penyediaan rancangan pendidikan individu untuk murid berkeperluan khas. Di samping itu, jenis-jenis aktiviti pendidikan inklusif yang bersesuaian dan impak pendidikan inklusif terhadap murid berkeperluan khas juga akan dibincang dalam kursus ini.
This course introduces inclusive education for students with special needs to educators. The core topics include principles and the importance of inclusive education, types and models of implementation for inclusive education, roles and responsibilities of mainstream and special educators, as well as the preparation of individualised education plan for students with special needs. In addition, relevant inclusive education activities and the impacts of inclusive education towards students with special needs will also be discussed in the course.

Kaedah Penilaian : Penilaian berterusan: 60%, Pentaksiran Sumatif Alternatif: 40%
Assessment Method *: Continuous assessment: 60%, Alternative Summative Assessment: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. USA: Jossey-Bass.
- Eredics, N. (2018). *Inclusion in action: Practical strategies to modify your curriculum*. USA: Brookes Publishing.
- Graham, L. (2019). Inclusive education for the 21st Century: Theory, policy and practice. USA: Routledge.
- Jogensen, C. M., & Kluth, P. (2018). *It's more than "Just Being In": Creating authentic inclusion for students with complex support needs*. USA: Brookes Publishing.
- Villa, R., & Thousand, J. (2021). *The inclusive education checklist, a self-assessment of best practices* (2nd Ed.). New York: National Professional Resources, Inc.

PQQ7004 Diagnosis dan Pemulihan dalam Bacaan (3 kredit)
Diagnosis and Remedial in Reading (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk meningkatkan pengetahuan dan kefahaman guru tentang fungsi bacaan yang pelbagai, prinsip dan pendekatan pengajaran bacaan. Secara spesifik, kursus ini direka bentuk untuk mengenalpasti masalah bacaan spesifik dalam bilik darjah, cara pengukuran yang boleh dilaksanakan bagi mengenal pasti kelemahan kanak-kanak dalam bacaan. Pelajar juga didedahkan dengan pengetahuan menjalankan pemulihan terhadap masalah bacaan yang dikenalpasti.
This course aims at enhancing the knowledge and understanding of teachers in relation to various functions of reading, principles and instructional approach in reading. Specifically, this course is designed for the purpose of identification of specific reading problem in the classroom, evaluation technique for the purpose of identifying weaknesses in reading among children. Students will also learn to conduct remedial for reading problem that has been identified.

Kaedah Penilaian : Penilaian berterusan: 60%, Pentaksiran Sumatif Alternatif: 40%
Assessment Method *: Continuous assessment: 60%, Alternative Summative Assessment: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bear, D. R., Invernizzi, M., Templeton, S. R., & Johnston, F. R. (2019). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th Ed.). UK: Pearson Education Limited.
- Gillet, J. W., Temple, C. A., Temple, C. N., & Crawford, A. N. (2016). *Understanding reading problems: Assessment and instruction* (9th Ed.). Boston: Pearson.
- Shaywitz, S., & Shaywitz, J. (2020). *Overcoming dyslexia (2nd Ed.).* USA: Vintage.
- Stahl, K. A. D., Flanigan, K., McKenna, M. C. (2019). *Assessment for reading instruction* (4th Ed.). New York: The Guilford Press.
- Tompkins, G. E. (2018). *Literacy for the 21st century: A balanced approach (7th Ed.).* USA: Pearson.

PQQ7005 Terapi dan Intervensi untuk Pelajar Berkeperluan Khas (3 kredit)
Therapy and Intervention for Students with Special Needs (3 credits)

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; intervensi perkembangan dan tingkah laku, intervensi psiko terapiutik, komunikasi alternatif dan augmentatif, teknologi adaptif dan bantuan, serta terapi :main, muzik, hidro, binatang, nutrisi, intervensi motor/sensori, dan bio-medikal.
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, development and behaviour intervention, psycho therapeuthic intervention, augmentative and alternative communication intervention, assistive technology intervention, as well as play therapy, music therapy, hydro therapy, animal therapy, nutrition therapy, motor/sensory intervention, and bio-medical intervention.

Kaedah Penilaian : Penilaian berterusan: 60%, Pentaksiran Sumatif Alternatif: 40%
Assessment Method *: Continuous assessment: 60%, Alternative Summative Assessment: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Davies, D., & Troy, M. F. (2020). *Child development: A practitioner's guide*. USA: Guilford Publications.
- Gibbs, V. D. (2017). *Self-Regulation and mindfulness: Over 82 exercises & worksheets for sensory processing disorder, ADHD, & Autism Spectrum Disorder*. USA: PESI Publishing & Media.
- Lefebre, J. (2017). *ADAPT: A developmental attachment-based, play therapy*. New Hartford, CT: CreateSpace Independent Publishing Platform.
- Mahfuzah Zainol (2014). *Panduan terapi carakerja untuk murid istimewa*. Wilayah Persekutuan, Putrajaya, Malaysia.
- Pangborn, J. (2013). *Nutritional supplement use for Autistic Spectrum Disorder*. USA: Autism Research Institute.
- Steege, M. W., Pratt, J. L., Wickerd, J., Guare, R., Watson, T. S., & Gresham, F. M. (2019). *Conducting school-based functional behavioral assessments: A practitioner's guide (The Guilford Practical Intervention in the Schools Series)* (3rd Ed.). New York: The Guilford Press.
- Sukkar, H., Dunst, C. J., & Kirkby, J. (2018). *Early childhood intervention working with families of young children with special needs*. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama . Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan diserahkan untuk penilaian.
This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

KURSUS ELEKTIF (PILIH 2 DARIPADA 4 KURSUS)
ELECTIVE COURSES (CHOOSE 2 FROM 4 COURSES)

PQQ7006 Matematik untuk Pelajar Berkeperluan Khas (3 kredit)
Mathematics for Students with Special Needs (3 credits)

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%, Pentaksiran Sumatif Alternatif: 40%
Assessment Method *: Continuous assessment: 60%, Alternative Summative Assessment: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Allsopp, D. H., Lovin, L. H., & van Ingen, S. (2018). *Teaching mathematics meaningfully: Solutions for reaching struggling learners* (2nd Ed.). Baltimore, Maryland: Brookes Publishing.
- Bird, R. (2017). *The dyscalculia resource book: Games and puzzles for ages 7 to 14* (2nd Ed.). UK: Sage Publications Ltd.
- Bird, R. (2017). *The dyscalculia toolkit: Supporting learning difficulties in Maths* (3rd Ed.). UK: Sage Publications Ltd.
- Butterworth, B. (2018). *Dyscalculia: From science to education*. UK: Routledge.
- Chinn, S., & Ashcroft, R. (2017). *Mathematics for dyslexics and dyscalculics: A teaching handbook* (4th Ed.). Wiley-Blackwell.

PQQ7007 Pendidikan dan Latihan Teknikal dan Vokasional (3 kredit)
Technical and Vocational Education and Training (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan pendidikan dan latihan teknikal dan vokasional untuk pelajar berkeperluan khas. Topik utama termasuk prinsip dan kepentingan pendidikan dan latihan teknikal dan vokasional, jenis-jenis latihan teknikal, pra vokasional dan vokasional yang bersesuaian dengan pelajar berkeperluan khas dan impak pendidikan dan latihan teknikal dan vokasional terhadap golongan ini. Antara topik yang akan dibincang dalam kursus ini termasuk: kurikulum pendidikan dan latihan teknikal dan vokasional, kemahiran teknikal, pra vokasional dan vokasional, transisi ke kerjaya, atribut peribadi yang diperlukan semasa bekerja, dan peluang kerjaya untuk pelajar berkeperluan khas.
This course introduces technical and vocational education and training for students with special needs. The core topics include principles and the importance of, and the types of technical and vocational education and training suitable for students with special needs as well as the impact of technical and vocational education and training on them. Among the topics discussed in this course include: curriculum, programme, and skills for technical and

vocational education and training, transition to career, personal attribute required for work, and career opportunity for students with special needs.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Choy, S., Wärvik, G., & Viveca, L. (Eds.) (2018). Integration of vocational education and training experiences: Purposes, practices and principles. Singapore: Springer.
- Guile, D., & Unwin, L. (2019). The Wiley handbook of vocational education and training. USA: Wiley-Blackwell.
- McGrath, S., Mulder, M., Papier, J., & Suart, R. (2019). Handbook of vocational education and training developments in the changing world of work. Germany: Springer.
- Shogren, K., & Wehmeyer, M. L. (2020). *Handbook of adolescent transition education for youth with disabilities (2nd Ed.).* USA: Routledge.
- Tucker, M. C., & Schwartz, R. B. (2019). *Vocational education and training for a global economy: lessons from four countries (Work and Learning Series)*. Cambridge, Massachusetts: Harvard Education Press.

PQS7003 Perbezaan Individu dalam Pendidikan (3 kredit)
Individual Differences in Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan teori-teori terkini dan asas-asas dalam pengkajian psikologi perbezaan individu dalam konteks pendidikan. Matlamat umum kursus ini adalah membantu pelajar memahami bagaimana setiap individu ada karakteristik-karakterisitik psikologi yang berbeza. Topik-topik yang berkait dengan psikologi perbezaan individu ini termasuklah pengertian perbezaan individu, personaliti dan isu-isu perbezaan individu, kecerdasan, perbezaan individu dalam proses-proses pembelajaran, dan isu-isu kreativiti.
This course introduces current theories and basics in individual differences studies in the context of educational psychology. The general objective of the course is to assist students to understand that each individual has different psychological characteristics. Topics include the meanings of individual differences, personality and issues in individual differences, intelligence, individual differences in learning process, and issues in creativity.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Ashton, M. C. (2017). *Individual differences and personality* (3rd Ed.). Amsterdam: Elsevier.
- Chamorro-Premuzic, T., von Stumm, & Furnham, A. (2015). *The Wiley-Blackwell handbook of individual differences*. London: Wiley-Blackwell.
- Chamorro-Premuzic, T. (2016). *Personality and individual differences*. London: Wiley.
- Haslam, N., Smillie, L., & Song, J. (2017). *An introduction to personality, individual differences and intelligence* (2nd Ed.). London: Sage Publications Ltd.

PQS7004 Psikologi Individu Berkeperluan Khas (3 kredit)
Psychology of Individuals with Special Needs (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan teori kognitif, psikomotor dan afektif yang berkait dengan psikologi individu berkeperluan khas. Topik utama termasuk perbezaan individu, inklusif, modifikasi tingkah laku, psikologi pelajar yang berkeperluan khas pembelajaran, penglihatan, pendengaran, fizikal, dan pintar cerdas dan berbakat. Kursus ini juga membincang tentang akomodasi dalam pengajaran dan pentaksiran serta penyediaan rancangan pendidikan individu.
This course introduces cognitive, psychomotor, and affective theories which are related to individuals with special needs. The core topics include individual differences, inclusiveness, behaviour modification, psychology of students with learning disabilities, visual impairment, hearing impairment, physical disabilities as well as gifted and talented. In addition, the course will include the discussion on instructional and assessment accommodations as well as preparation of individualised education plan.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bryer, F., & Beamish, W. (Eds.) (2019). *Behavioural support for students with special educational needs: Trends across the Asia-Pacific region*. Singapore: Springer.
- Hodkinson, A. (2019). *Key issues in special educational needs, disability and inclusion (Education Studies: Key Issues)* (3rd Ed.). London: SAGE Publications Ltd.
- Martin, A. J., Sperling, R. A., & Newton, K. J. (Eds.) (2020). *Handbook of educational psychology and students with special needs*. UK: Taylor & Francis Ltd.
- Mona, D. (2019). *Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges*. USA: PESI Publishing.
- Rimm, S. B., Siegle, D. B., & Davis, G. A. (2017). *Education of the gifted and talented* (7th Ed.). USA: Pearson.

Program *Programme*	:	**Sarjana Pengukuran dan Pentaksiran** ***Master of Measurement and Evaluation***
Kod Program *Programme Code*	:	**PQR**
Mod Program *Programme Mode*	:	**Kerja Kursus** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan atau Ijazah Sarjana Muda Psikologi dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree or a Bachelor of Psychology with CGPA of 3.00 or equivalent;

   ATAU/*OR*

2. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK sekurang-kurangnya 3.00;
   A Bachelor Degree with Education with a CGPA of 3.00 or equivalent

   ATAU/*OR*

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

   DAN/*AND*

   i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00); atau
      Postgraduate Diploma in Education (Minimum of CGPA 3.00); or

   ii. Kelayakan Mengajar yang diiktiraf universiti; atau
      Teaching qualification recognised by the university; or

   iii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun; atau
      At least one (1) year experience in related field; or

   iv. Kelayakan professional dari badan professional yang diiktiraf; atau
      A professional qualification from recognised professional bodies; or

   v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa.
      Qualifications that are approved by the Senate from time to time.

   ATAU/*OR*

4. Ijazah Sarjana Muda Pendidikan atau Ijazah Sarjana Muda Psikologi dengan PNGK 2.70 hingga 2.99 atau setaraf

A Bachelor of Education Degree or a Bachelor of Psychology with CGPA of 2.70 to 2.99 or equivalent

DAN/*AND*

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

i. Graduan UM; atau
UM Graduates; or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun; atau
At least one (1) year experience in related field; or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan; atau
Published in related field; or

iv. Merupakan penerima biasiswa; atau
A sponsorship holder; or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj; atau
Passed an interview by RoC; or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

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

DAN/*AND*

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

i Graduan UM; atau
UM Graduates; or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun; atau
At least one (1) year experience in related field; or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan; atau
Published in related field; or

iv. Merupakan penerima biasiswa; atau
A sponsorship holder; or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj; atau
Passed an interview by RoC; or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara*/ International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

Walau apapun syarat yang dinyatakan di dalam subperaturan di atas, dalam keadaan tertentu, kemasukan pelajar adalah tertakluk kepada keputusan Senat atas perakuan Jawatankuasa Pemilihan Kemasukan Fakulti yang berkenaan.
Notwithstanding the conditions stated in the above subregulations, in certain circumstances, the admission of students is subject to the decision of the Senate on the recommendation of the relevant Faculty Admission Selection Committee.

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum : 3 Semester Biasa
Minimum Period : 3 Regular Semesters

Tempoh Maksimum : 8 Semester Biasa
Maximum Period : 8 Regular Semesters

B. Separuh Masa / *Part Time*

Tempoh Minimum : 5 Semester Biasa
Minimum Period : *5 Regular Semesters*

Tempoh Maksimum : 12 Semester Biasa
Maximum Period : *12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Program Sarjana Pengukuran dan Pentaksiran bertujuan menghasilkan pengamal bidang pengukuran dan pentaksiran yang dinamik dan reflektif yang dilengkapi pengetahuan mantap dan berupaya memantau dan memperbaiki amalan mereka serta boleh mengaplikasi pengetahuan praktikal dan teori untuk mengenalpasti dan menyelesaikan masalah yang berkait dengan bidang pengukuran dan pentaksiran.

The Master of Measurement and Evaluation program has the goal of producing practitioners in the field of measurement and assessment that are dynamic and reflective imbued with solid knowledge and able to monitor as well as improve their practices and apply practical and theoretical knowledge to identity and solve problems related to the field of measurement and assessment.

5. 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*
PLO 1	Menguasai kaedah, teori, konsep khusus dan kompleks yang berkaitan dengan pengajaran dan pembelajaran bagi memenuhi cabaran keperluan pengukuran dan pentaksiran yang bersifat dinamik *Mastering the methods, theories, and specific as well as comple concepts related to measurements and assessments in meeting the challenges of measurement and assessment as a dynamic field*

PLO 2	Menilai isu dan keperluan baharu yang muncul dalam bidang pengukuran dan pentaksiran dan menanganinya secara inovatif dengan menguasai pengetahuan, teknik analisa dan numerasi. *Evaluate emerging scenarios, and needs in measurement and evaluation and managing the issues innovatively through the mastery of knowledge and analytical and numerical techniques.*
PLO 3	Mengaplikasi kemahiran penyelidikan menggunakan pelbagai teknik termasuk teknologi digital bagi memantapkan pengetahuan dan amalan pengukuran dan pentaksiran *Applying research skills using various techniques including digital technologies to strengthen the knowledge and practices is measurement and evaluation*
PLO 4	Menampilkan nilai kepimpinan menerusi kolaborasi dengan pelbagai pihak bagi meluaskan ilmu pengukuran dan pentaksiran sesuai dengan keperluan semasa *Demonstrate leadership values through multiple partners collaborations to expand measurement and assessment knowledge in line with contemporary needs*
PLO 5	Melaksanakan tugas sama ada secara individu atau berpasukan dengan menggunakan komunikasi dan kemahiran interpersonal dalam persekitaran pengukuran dan pentaksiran. *Delivering tasks either individually or through teams with good communication and interpersonal skills in measurement and assessment settings*
PLO 6	Mengamalkan etika dan amalan terbaik secara profesional dalam bidang pengukuran dan pentaksiran *Practicing ethics and best practices professionally in the field of measurement and assessment*
PLO 7	Mempamerkan sikap dan komitmen yang positif dalam pembelajaran sepanjang hayat dengan set minda keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang pengukuran dan pentaksiran *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of education and for professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi dua puluh dua (22) kredit bagi kursus teras, sembilan (9) kredit elektif dan dua belas (12) 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-three (43) credit that involves twenty-two (22) credit of core courses, nine (9) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4	kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12	kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQR7001	Teori Pengukuran dan Pentaksiran *Assessment and Measurement Theory*	3	kredit *credits*
PQR7002	Psikometrik dan Pentaksiran dalam Pendidikan *Psychometrics and Assessments in Education*	3	kredit *credits*
PQR7003	Kaedah Analisis Faktor *Methods of Factor Analysis*	3	kredit *credits*
PQR7004	Kaedah Analisis Item *Item Analysis Method*	3	kredit *credits*

Kursus Elektif (Pilih 3) / *Elective Courses (Select 3)*

PQR7005	Statistik dengan R *Statistics with R*	3	kredit *credits*
PQR7006	Pentaksiran Dinamik *Dynamic Assessment*	3	kredit *credits*
PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics for research in education*	3	kredit *credits*
PQX7007	Analisis Regresi Gunaan *Applied Regression Analysis*	3	kredit *credits*
PQX7008	Kaedah Multivariat *Multivariate Methods*	3	kredit *credits*
PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3	kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PENGUKURAN DAN PENTAKSIRAN
MASTER OF MEASUREMENT AND ASSESSMENT

Tahun	Komponen	Semester I			Semester II			Semester III
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4	
	Kursus Teras Bidang	PQR7002	Psikometrik dan Pentaksiran dalam Pendidikan *Psychometrics and Assessments in Education*	3	PQR7003	Kaedah Analisis Faktor *Methods of Factor Analysis*	3	
		PQR7001	Teori Pengukuran dan Pentaksiran *Assessment and Measurement Theory*	3	PQR7004	Kaedah Analisis Item *Item Analysis Method*	3	
	Kursus Elektif (pilih 2)	PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics For Research In Education*	3				
		PQR7006	Pentaksiran Dinamik *Dynamic Assessment*	3				
		PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3				
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6	
	Jumlah Kredit			15			19	
Tahu	**Komponen**	**Semester I**			**Semester II**			**Semester III**
		Kod	**Kursus**	**Kredit**	**Kod**	**Kursus**	**Kredit**	

n								
2	Kursus Teras							
	Kursus Elektif (pilih 1)	PQR7005	Statistik dengan R *Statistics with R*	3				
		PQX7007	Analisis Regresi Gunaan *Applied Regression Analysis*	3				
		PQX7008	Kaedah Multivariat *Multivariate Methods*	3				
	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6				
	Jumlah Kredit			9				
	Jumlah Kredit Keseluruhan			43				

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PENGUKURAN DAN PENTAKSIRAN
MASTER OF MEASUREMENT AND ASSESSMENT

Tahun	Komponen	Semester I			Semester II			Semester III
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	
	Kursus Teras Bidang	PQR7001	Teori Pengukuran dan Pentaksiran *Assessment and Measurement Theory*	3	PQR7003	Kaedah Analisis Faktor *Methods of Factor Analysis*	3	
		PQR7002	Psikometrik dan Pentaksiran dalam Pendidikan *Psychometrics and Assessments in Education*	3				
	Kursus Elektif (Pilih 1 daripada 3)				PQX7001	Statistik untuk Penyelidikan dalam Pendidikan *Statistics For Research In Education*	3	
					PQX7007	Analisis Regresi Gunaan *Applied Regression Analysis*	3	
					PQX7008	Kaedah Multivariat *Multivariate Methods*	3	
	Jumlah Kredit			9			9	

Tahun	Komponen	Semester I	Semester II	Semester III

		Kod	Kursus	Kredit	Kod	Kursus	Kredit	
2	Kursus Teras	PQR7004	Kaedah Analisis Item *Item Analysis Method*	3				
		POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4				
	Kursus Elektif (pilih 2 daripada 3)	PQR7005	Statistik dengan R *Statistics with R*	3	PQR7005	Statistik dengan R *Statistics with R*	3	
		PQR7006	Pentaksiran Dinamik *Dynamic Assessment*	3	PQR7006	Pentaksiran Dinamik *Dynamic Assessment*	3	
		PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3	PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3	
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6	
	Jumlah Kredit			10			9	

Tahun	Komponen	Semester I			Semester II			Semester III
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	
3	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6				
	Jumlah Kredit			6				
	Jumlah Kredit Keseluruhan			43				

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

2. **Penyeliaan / *Supervision***

Pelantikan penyelia dilakukan tidak lewat daripada semester pertama pengajian.

Appointment of supervisor must be done no later than the first semester of study.

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

Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.

Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Inggeris
Medium of instruction *: English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

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

analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Note:

Kursus Progresif/ *Progressive Course* (P):

6 kredit/ *credits* (P1)
6 kredit/ *credits* (P2)

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQR7001 Teori Pengukuran dan Pentaksiran (3 kredit)
Assessment and Measurement Theory (3 credits)

Sinopsis/Synopsis:

Kursus ini bertujuan untuk memperkenalkan pelajar unsur-unsur teori ujian klasik dan teori modern 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 modern test theory as basic concepts of educational measurement and assessment. The topics for discussion include: human measurement science, measurement scales, test theory, concepts and foundation for test theory, introduction to scaling, test scores as composites, reliability and validity issue, statistical procedures for prediction and classification, and setting standards.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Andrich, D. & Marais, I. (2019). A Course in Rasch Measurement Theory, measuring in the educational, social and health sciences. Singapore: Springer.
- Boone, W. J. & Staver, J.R. (2020). *Advances in Rasch Analyses in the Human Sciences.* Dordrecht: Springer.
- Finch, W.H. & French, B.F. (2019). Educational and Psychological Measurement. New York: Routledge.
- Teo, T. (ed.) (2013). Handbook of Quantitative Methods for Educational Research. The Netherlands: Sense Publisher

PQR7002 Psikometrik dan Pentaksiran Dalam Pendidikan (3 kredit)
Psychometrics and Assessments in Education (3 credits)

Sinopsis/Synopsis:
Kursus ini memberi pendedahan terhadap prinsip asas psikometrik dan pentaksiran yang diaplikasi dalam konteks pendidikan dengan penekanan terhadap pengukuran psikologikal. Proses pembinaan, adaptasi dan terjemahan ujian turut dibentangkan dengan amalan praktikal untuk membina kemahiran penggunaan ujian. Aspek komersil ujian psikologi akan turut dibincangkan. Contoh-contoh ujian serta pentaksiran dalam domain minat kerjaya, personaliti, kecerdasan, serta tingkah laku adaptif akan digunakan untuk membiasakan pelajar dengan instrumen yang biasa diguna dalam pendidikan.
This course provides an exposure to the basic principles of psychometrics and assessments as applied in an educational setting with a focus on psychological measurement. The processes of test development, adaptation and translation will be presented with practical exercises to build the skills as a test user. The commercial aspects of psychological tests will also be discussed. Examples tests in the domain of career interest, personality, intelligence and adaptive behaviour will be used to familiarize students with instruments that are used widely in the educational setting.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bandalos, D. L. (2018). *Measurement theory and applications for the social sciences*. Guilford Publications.
- Cooper, C. (2018). *Psychological testing: theory and practice*. Routledge.

- Coulacoglou, C., & Saklofske, D. H. (2017). *Psychometrics and psychological assessment: Principles and applications*. Academic Press.
- Finch, H., French, B. F., & Immekus, J. C. (2016). *Applied psychometrics using SPSS and AMOS*. IAP.
- Hughes, D. J., Booth, T., & Irwing, P. (2018). *The Wiley Handbook of Psychometric Testing: A Multidisciplinary Reference on Survey, Scale and Test Development*. Wiley-Blackwell.
- Iliescu, D. (2017). *Educational and psychological testing in a global Context*. Cambridge University Press.
- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues*. Nelson Education.
- Young, J.W., So, Y., &. Ockey, G.J. (2016). *ETS International principles for the fairness of assessments.* ETS

PQR7003 Kaedah Analisis Faktor (3 kredit)
Methods of Factor Analysis (3 credits)

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 dan menguji hipotesis menggunakan perisian-perisian khusus seperti JASP, SPSS and AMOS.
This course will present the fundamentals of factor analysis. The theories and applications of factor analysis in educational research are explored. This course will also encourage understandings on the logic, approaches and techniques of exploratory and confirmatory factor analysis in educational research. Students will learn in-depth and understand the skills and knowledge that are relevant to analyse quantitative data and hypothesis testing using software like JASP, SPSS and AMOS.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Byrne, B. M. (2016). *Structural equation modeling with AMOS: basic concepts, applications, and programming (3rd ed)*. New York: Taylor & Francis Group.
- Collier, J.E. (2020). *Applied structural equation modeling using AMOS: Basic to advanced techniqu*e. Routledge
- Denis, D. J. (2019). *SPSS data analysis for univariate, bivariate, and multivariate statistics*. John Wiley & Sons, Inc.
- Loehlin, J.C. & Beaujean, A.A. (2017). *Latent variable models: an introduction to factor, path, and structural equation analysis*. Routledge.
- Rioux, C., Stickley, Z. L., Odejimi, O. A., & Little, T. D. (2020). Item parcels as indicators. in Rens v d S and Milica M (Eds.) *Small sample size solutions*, Routledge. pp 2013 - 214..

PQR7004 Kaedah Analisis Item (3 kredit)
Item Analysis Method (3 credits)

Sinopsis/Synopsis:
Kursus ini bertujuan untuk memperkenalkan pelajar pada aplikasi teori ujian modern untuk analisis item pada pengukuran pendidikan. Topik turut membincangkan termasuk menerangkan pengukuran manusia, four building blocks, skala pengukuran, kesahan dan kebolehpercayaan di tingkat item, ketelitian item, ketepatan item, analisis pengecoh, analisis bias (DIF) dan analisis skala peringkat.
The purpose of this course is to introduce students to the application of modern test theory for item analysis in educational measurement and assessment. The topics for discussion include human measurement sciences, four building blocks, measurement scales, reliability and validity, item preciseness, fit statistics, distractor analysis, item bias/different item functioning (DIF) and rating scale analysis.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Andrich, D. and Marais, I. (2019). A *Course in Rasch Measurement Theory, measuring in the educational, social and health sciences. Singapore:* Springer
- Boone, W.J., Staver, J.R. and Yale, M.S. (2014*). Rasch Analysis in the Human Sciences. Dordrecht: Springer.*
- Cascella, C., Giberti, C., & Bolondi, G. (2020). *An analysis of Differential Item Functioning on INVALSI tests, designed to explore gender gap in mathematical tasks. Studies in Educational Evaluation, 64, 100819.*
- Engelhard, G. (2013). *Invariant Measurement, using rasch model in the social, behavioral, and health sciences. New York: Routledge*
- Teo, T. (ed.) (2013). *Handbook of Quantitative Methods for Educational Research. The Netherlands: Sense Publisher*
- Van Zile-Tamsen, C. (2017). *Using Rasch analysis to inform rating scale development. Research in Higher Education, 58(8), 922-933.*

KURSUS ELEKTIF (PILIH 3 DARIPADA 6 KURSUS)
ELECTIVE COURSES (CHOOSE 3 FROM 6 COURSES)

PQR7005 Statistik dengan R (3 kredit)
Statistics with R (3 credits)

Sinopsis/Synopsis:
Kursus ini bertujuan mengukuhkan pengetahuan statistik pelajar dengan pendedahan terhadap perisian R dan R Studio. Pengetahuan asas tentang persekitaran R dan cara menggunakannya akan diberikan dengan menggunakan contoh-contoh praktikal. Justeru, kursus ini akan membantu pelajar membina kemahiran menggunakan perisian R untuk melakukan visualisasi data, analisis data, ujian statistik, simulasi dan pengaturcaraan.
This course aims to enhance students' knowledge of statistics through an exposure to R and R Studio. Basic knowledge about R and the way to use it will be given by using practical examples. Therefore, the course will help students to acquire skills in the use of R for data visualisation, data analysis, statistical test, simulation, and programming.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method : *Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction : *Malay/ English*

Rujukan Utama:
Main references:

- Albano, T. (2020). *Introduction to educational and psychological measurement using R*. available from https://github.com/talbano/intro-measurement
- Denis, D.J. (2020). *Univariate, bivariate, and multivariate statistics using R: quantitative tools for data analysis and data science*. Wiley.
- Desjardins, C. D., & Bulut, O. (2018). *Handbook of educational measurement and psychometrics using R*. CRC Press.
- Hay-Jahans, C. (2019). *R companion to elementary applied statistic*. Taylor & Francis.
- Ming Hui, E.G. (2019). *Learn R for applied statistics with data visualizations, regressions, and statistics*. Apress.

PQR7006 Pentaksiran Dinamik (3 kredit)
Dynamic Assessment (3 credits)

Sinopsis/Synopsis:
Kursus ini bertujuan untuk memperkenalkan pelajar pada pentaksiran dinamik dalam konteks pada pengukuran pendidikan. Topik turut membincangkan termasuk multi rater analysis, kesahan dan kebolehpercayaan instrumen, atribut psikometrik, estimasi kemampuan, tingkat kesulitan item, rater dan bias-nya.
This course aims to introduce students to dynamic assessment in the context of educational measurement. Topics also include multi-rater analysis, validity and reliability of instruments, psychometric attributes, ability estimation, item difficulty level, rater severity/leniency and rater bias.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method : *Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction : *Malay/ English*

Rujukan Utama:
Main references:

- Andrich, D. & Marais, I. (2019). A course in Rasch Measurement Theory, measuring in the educational, social and health sciences. Singapore: Springer
- Boone, W.J., Staver, J.R. and Yale, M.S. (2014). Rasch Analysis in the human sciences. Dordrecht: Springer.
- Daneshfar, S., & Moharami, M. (2018). Dynamic assessment in Vygotsky's sociocultural theory: Origins and main concepts. Journal of Language Teaching and Research, 9(3), 600-607.

- Engelhard, G. (2013). Invariant measurement, using Rasch model in the social, behavioral, and health sciences. New York: Routledge
- Englehard, G & Wind, S.A. (2018). Invariant measurement with raters and rating scales. New York: Routledge
- Wang, J., & Luo, K. (2019). Evaluating rater judgments on ETIC advanced writing tasks: An application of generalizability theory and many-facets Rasch model. Papers in Language Testing and Assessment, 8(2), 91-116.

PQX7007 Analisis Regresi Gunaan (3 kredit)
Applied Regression Analysis (3 credits)

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. 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, 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 akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ 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 kredit)
Multivariate Methods (3 credits)

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 akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Vaughn D.L. & Lomax,R. (2020). Statistical concepts: A Second course. 5th edition. New York:Routledge.
- Hair, J.F., Babin, B.J., Black, W.C. & Anderson, R.E. (2018) Multivariate Data Analysis, 8th Edition. New Jersey: Pearson Education.
- Wichern, D.W. & Johnson, R.A. (2018). Applied Multivariate Statistical Analysis, 6th Edition. New Jersey: Pearson.
- Vaughn D.L. (2016) Applied Multivariate Statistical Concepts. New York: Routledge.
- Keenan, A.P., & Stevens, J.P. (2015). Applied Multivariate Statistics for the Social Sciences, 6th Edition. London: Routledge.

PQS7003 Perbezaan Individu dalam Pendidikan (3 kredit)
Individual Differences in Education (3 credits)

Sinopsis/Synopsis:
Kursus ini bertujuan memperkenalkan teori-teori terkini dan asas-asas dalam pengkajian psikologi perbezaan individu dalam konteks pendidikan. Matlamat umum kursus ini adalah membantu pelajar memahami bagaimana setiap individu ada karakteristik-karakterisitik psikologi yang berbeza. Topik-topik yang berkait dengan psikologi perbezaan individu ini termasuklah pengertian perbezaan individu, personaliti dan isu-isu perbezaan individu, kecerdasan, perbezaan individu dalam proses-proses pembelajaran, dan isu-isu kreativiti.
This course introduces current theories and basics in individual differences studies in the context of educational psychology. The general objective of the course is to assist students to understand that each individual has different psychological characteristics. Topics include the meanings of individual differences, personality and issues in individual differences, intelligence, individual differences in learning process, and issues in creativity.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Ashton, M. C. (2017). *Individual differences and personality* (3rd Ed.). Amsterdam: Elsevier.
- Chamorro-Premuzic, T., von Stumm, & Furnham, A. (2015). *The Wiley-Blackwell handbook of individual differences*. London: Wiley-Blackwell.
- Chamorro-Premuzic, T. (2016). *Personality and individual differences*. London: Wiley.
- Haslam, N., Smillie, L., & Song, J. (2017). *An introduction to personality, individual differences and intelligence* (2nd Ed.). London: Sage Publications Ltd.

PQX7001 Statistik untuk Penyelidikan dalam Pendidikan (3 kredit)
Statistics for 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: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y.P.(2020) *Mastering Research Statistics, 2nd Edition*. Kuala Lumpur: McGraw Hill
- Lomax,R.& Vaughn D.L.(2020*). An introduction to statistical concepts. 4th edition*. New York: Routledge.
- Bluman, A.G. (2019*). Elementary statistics: A step by step approach* (9th edition). New York: McGraw Hill.
- Christopher, A.N. (2016). *Interpreting and Using Statistics in Psychological Research*. London: SAGE Publications. Field, A. (2013). Discovering statistics using SPSS. London: SAGE Publication.
- Lind, D., Marchal, W., & Wathen, S. (2011). *Basic Statistics for Business & Economics*. New York: McGraw Hill.

Program *Programme*	:	**Sarjana Psikologi Pendidikan** ***Master of Educational Psychology***
Kod Program *Programme Code*	:	**PQS**
Mod Program *Programme Mode*	:	**Kerja Kursus** ***Coursework***

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

1. Mod Program / *Programme Mode*

Program secara Kerja Kursus, merupakan program secara perkuliahan sepenuhnya yang melibatkan penghasilan Laporan Penyelidikan.
Coursework mode programme involves lectures and the production of a Research Report.

2.* Syarat Kemasukan / *Admission Requirements

Kelayakan masuk untuk mengikuti program ini adalah seperti berikut:
Admission requirements for this programme are as follows:

1. Ijazah Sarjana Muda Pendidikan dalam bidang Psikologi dengan PNGK 3.00 atau setaraf
   A Bachelor of Education Degree in the field of Psychology with CGPA of 3.00 or equivalent

ATAU/*OR*

2. Ijazah Sarjana Muda dengan Pendidikan denggan PNGK 3.00 atau setaraf
   A Bachelor Degree with Education with a CGPA of at least 3.0

ATAU/*OR*

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

DAN/*AND*

i. Diploma Pendidikan Pascasiswazah (Minimum PNGK 3.00); atau
   Postgraduate Diploma in Education (Minimum of CGPA 3.00); or

ii. Kelayakan Mengajar yang diiktiraf universiti; atau
   Teaching qualification recognised by the university; or

iii. Pengalaman mengajar dengan institusi yang diiktiraf Senat; atau
   Teaching experience in an institution recognised by the Senate; or

iv. Kelayakan professional dari badan professional yang diikhtiraf; atau
   A professional qualification from recognised professional bodies; or

v. Kelayakan lain yang diluluskan Senat dari semasa ke semasa.
   Qualifications that are approved by the Senate from time to time.

ATAU/*OR*

4. Ijazah Sarjana Muda Pendidikan dalam bidang Psikologi dengan PNGK 2.70 hingga 2.99 atau setaraf
   A Bachelor of Education Degree in the field of Psychology with CGPA of 2.70 to 2.99 *or equivalent*

DAN/*AND*

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

i. Graduan UM; atau
UM Graduates; or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun; atau
At least one (1) year experience in related field; or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan; atau
Published in related field; or

iv. Merupakan penerima biasiswa; atau
A sponsorship holder; or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj; atau
Passed an interview by RoC; or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

ATAU/*OR*

5. Ijazah Sarjana Muda dengan Pendidikan dengan PNGK 2.70 – 2.99 atau setaraf
A Bachelor Degree with Education with CGPA of 2.70 – 2.99 or equivalent

DAN/*AND*

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

i. Graduan UM; atau
UM Graduates; or

ii. Pengalaman kerja dalam bidang yang berkaitan sekurang-kurangnya satu (1) tahun; atau
At least one (1) year experience in related field; or

iii. Menghasilkan penerbitan dalam bidang yang berkaitan; atau
Published in related field; or

iv. Merupakan penerima biasiswa; atau
A sponsorship holder; or

v. Merupakan kakitangan agensi kerajaan; atau
A government servant; or

vi. Lulus temuduga PTj; atau
Passed an interview by RoC; or

vii. Lulus Penilaian Khas PTj.
Passed Special Assessment by RoC.

Pemohon Bukan Warganegara/ *International Applicant*

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

DAN/AND

Memperolehi keputusan yang berikut dalam salah satu (1) peperiksaan kecekapan Bahasa Inggeris yang dinyatakan di bawah:
Obtained one (1) of the English proficiency examinations as specified below:

(i) Memperolehi skor minimum band 5.5 bagi International English Language Testing System (IELTS)(Academic).
Obtain a minimum score of band 5.5 for the International English Language Testing Services (IELTS) (Academic).

atau/*or*

(ii) Memperolehi skor minimum sebanyak 550 untuk jumlah berasaskan kertas (PBT), skor sebanyak 213 bagi jumlah berasaskan komputer (CBT) atau skor sebanyak 80 bagi jumlah berasaskan internet (iBT) bagi Test of English as a Foreign Language (TOEFL).
Obtain a minimum score of 550 for paper-based total (PBT), a score of 213 for the computer-based total (CBT) or a score of 80 for the internet-based total (IBT) for the Test of English as a Foreign Language (TOEFL).

atau/*or*

(iii) Memperolehi skor minimum 51 Pearson Test of Academic English (PTE Academic)
Obtain a minimum score of 51 Pearson Test of Academic English (PTE Academic)

atau/*or*

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

atau/*or*

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

atau/*or*

(vi) Memperolehi minimum gred C Cambridge English: Advance (CAE)
Obtain a minimum Grade C for Cambridge English: Advance (CAE)

atau/*or*

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

atau/*or*

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

Untuk calon yang berkeperluan khas, selain syarat yang dinyatakan, permohonan calon boleh dipertimbangkan tertakluk kepada tahap keperluan khas dan ketidakupayaan, serta kesesuaian dengan keperluan program.
For candidates with special needs, in addition to the stated terms, the application may be considered subject to the level of special needs and disabilities, as well as suitability to program requirements.

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

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

3. Tempoh Pengajian / *Study Period*

A. Sepenuh Masa / *Full Time*

Tempoh Minimum *Minimum Period*	3 Semester Biasa *3 Regular Semesters*
Tempoh Maksimum *Maximum Period*	8 Semester Biasa *8 Regular Semesters*

B. Separuh Masa / *Part Time*

Tempoh Minimum *Minimum Period*	5 Semester Biasa *5 Regular Semesters*
Tempoh Maksimum *Maximum Period*	12 Semester Biasa *12 Regular Semesters*

4. Matlamat Program / *Programme Objective*

Program Psikologi Pendidikan bertujuan untuk menghasilkan warga pendidik yang dinamik dan reflektif yang dilengkapi dengan pengetahuan mantap dan berupaya memperbaiki amalan, mengaplikasi pengetahuan praktikal, teori pendidikan dan penyelidikan untuk menyelesaikan masalah yang berkait dengan bidang psikologi pendidikan.
The Master of Educational Psychology aims to produce educators who are dynamic and reflective, equipped with sound knowledge and are able to improve practices, apply practical knowledge, educational theories as well as research to solve problems related to educational psychology.

5. 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*
PLO 1	Menguasai kaedah, teori, konsep khusus dan kompleks yang berkaitan dengan pengajaran dan pembelajaran bagi memenuhi cabaran keperluan Psikologi Pendidikan yang bersifat dinamik. *Critically analyse and synthesise advanced knowledge and those emerging from research that are related to Educational Psychology teaching and learning in meeting the challenges of a dynamic curriculum.*
PLO 2	Menilai isu dan keperluan baharu yang muncul dalam bidang Psikologi Pendidikan dan menyelesaikannya secara inovatif dengan menguasai pengetahuan, teknik analisa dan numerasi. *Evaluate emerging scenarios and innovatively solve Educational Psychology related issues demonstrating mastery of knowledge, incorporating advanced analytical and numerical techniques.*
PLO 3	Mengaplikasi kemahiran penyelidikan menggunakan pelbagai teknik termasuk teknologi digital bagi memantapkan pengetahuan, amalan pengajaran dan pembelajaran Psikologi Pendidikan. *Organise and conduct outcomes-based research employing various techniques, including digital technology to strengthen the knowledge and practices on Educational*

	Psychology teaching and learning.
PLO 4	Menampilkan nilai kepimpinan yang inovatif menerusi kolaborasi dengan pelbagai pihak bagi meluaskan ilmu Psikologi Pendidikan sesuai dengan keperluan semasa. *Adapt suitable leadership styles and demonstrate responsibility and autonomy in emerging and dynamic Educational Psychology setting.*
PLO 5	Melaksanakan tugas sama ada secara individu atau berpasukan dengan menggunakan komunikasi dan kemahiran interpersonal dalam persekitaran Psikologi Pendidikan. *Commit to delivering tasks either individually or through multi-disciplinary teams with good communication and interpersonal skills in all Educational Psychology and organisational settings.*
PLO 6	Mengamalkan etika dan amalan terbaik secara profesional dalam bidang Psikologi Pendidikan. *Fulfil professional teaching and research standards in enhancing the image of the Educational Psychology profession at all times.*
PLO 7	Mempamerkan sikap dan komitmen yang positif dalam pembelajaran sepanjang hayat dengan menggabungkan elemen keusahawanan bagi memenuhi keperluan dan kemajuan profesional bidang Psikologi Pendidikan. *Exhibit positive attitude and commitment to life-long learning with entrepreneurial mind-set in response to the changing world of Educational Psychology and for professional advancement.*

6. Struktur Program / *Programme Structure*

Program ini merangkumi empat puluh tiga (43) kredit yang merangkumi dua puluh lapan (28) kredit bagi kursus teras, tiga (3) kredit elektif dan dua belas (12) 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-three (43) credit that involves twenty-eight (28) credit of core courses, three (3) credit of elective courses and twelve (12) credit for a research project. Learning strategies involve lecture, discussion, presentation, assignments, and research activities that use comprehensive and innovative approaches.

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

POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	kredit *credits*
POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3	kredit *credits*
POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4	kredit *credits*
PQX7010	Projek Penyelidikan *Research Project*	12	kredit *credits*

Kursus Teras Disiplin (Wajib) / *Core Courses (Compulsory)*

PQS7001	Psikologi Pendidikan Lanjutan *Advanced Educational Psychology*	3	kredit credits
PQS7002	Perkembangan Sepanjang Hayat *Lifespan Development*	3	kredit credits
PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3	kredit credits
PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3	kredit credits
PQS7005	Perspektif Kognitif dalam Pendidikan	3	kredit

	Cognitive Perspective in Education		credits
PQS7006	Inovasi dalam pengajaran dan pembelajaran *Innovation in Teaching and Learning*	3	kredit credits

<u>Kursus Elektif (Pilih 1) / *Elective Courses (Select 1)*</u>

PQQ7003	Pendidikan Inklusif untuk Murid Berkeperluan Khas *Inclusive Education for Students with Special Needs*	3	kredit *credits*
PQR7002	Psikometrik Dan Pentaksiran dalam Pendidikan *Psychometrics and Assessments in Education*	3	kredit *credits*

PELAN PENGAJIAN / *STUDY PLAN*
(SEPENUH MASA / *FULL TIME*)

SARJANA PSIKOLOGI PENDIDIKAN
MASTER OF EDUCATIONAL PYSCHOLOGY

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Wajib	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
					POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Kursus Teras Disiplin	PQS7002	Perkembangan Sepanjang Hayat *Lifespan Development*	3	PQS7005	Perspektif Kognitif dalam Pendidikan *Cognitive Perspective in Education*	3			
		PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3	PQS7006	Inovasi dalam pengajaran dan pembelajaran *Innovation in Teaching and Learning*	3			
		PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3						
		PQS7001	Psikologi Pendidikan Lanjutan *Advanced Educational Psychology*	3						
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			**15**			**19**			
2	Kursus Elektif (pilih 1 daripada 2 kursus)	PQQ7003	Pendidikan Inklusif untuk Murid Berkeperluan Khas *Inclusive Education for Students with Special Needs*	3						
		PQR7002	Psikometrik Dan Pentaksiran dalam Pendidikan *Psychometrics and Assessments in Education*	3						
	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			**9**						
Jumlah Kredit Keseluruhan				**24**						
Jumlah Kredit		**43**								

PELAN PENGAJIAN / *STUDY PLAN*
(SEPARUH MASA / *PART TIME*)

SARJANA PSIKOLOGI PENDIDIKAN
MASTER OF EDUCATIONAL PYSCHOLOGY

Tahun	Komponen	Semester I			Semester II			Semester III		
		Kod	Kursus	Kredit	Kod	Kursus	Kredit	Kod	Kursus	Kredit
1	Kursus Teras	POX7001	Kaedah Penyelidikan dalam Pendidikan *Research Methods in Education*	3	POX7003	Analisis Data Kuantitatif dan Kualitatif *Quantitative and Qualitative Data Analysis*	3			
	Kursus Teras Disiplin	PQS7001	Psikologi Pendidikan Lanjutan *Advanced Educational Psychology*	3	PQS7005	Perspektif Kognitif dalam Pendidikan *Cognitive Perspective in Education*	3			
		PQS7002	Perkembangan Sepanjang Hayat *Lifespan Development*	3	PQS7006	Inovasi dalam pengajaran dan pembelajaran *Innovation in Teaching and Learning*	3			
	Jumlah Kredit			**9**			**9**			
2	Kursus Teras				POX7004	Seminar Kesarjanaan Pendidikan *Seminar on Educational Scholarship*	4			
	Kursus Teras Disiplin	PQS7003	Perbezaan Individu dalam Pendidikan *Individual Differences in Education*	3						
		PQS7004	Psikologi Individu Berkeperluan Khas *Psychology of Individuals with Special Needs*	3						
	Kursus Elektif (pilih 1 sahaja untuk keseluruhan program)	PQQ7003	Pendidikan Inklusif untuk Murid Berkeperluan Khas *Inclusive Education for Students with Special Needs*	3						
		PQR7002	Psikometrik Dan Pentaksiran dalam Pendidikan *Psychometrics and Assessments in Education*	3						
	Kertas Projek				PQX7010	Projek Penyelidikan *Research Project*	6			
	Jumlah Kredit			**9**			**10**			

3	Kertas Projek	PQX7010	Projek Penyelidikan *Research Project*	6						
	Jumlah Kredit			**6**						
Jumlah Kredit Keseluruhan				**24**			**19**			
Jumlah Kredit		**43**								

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 sebelum tarikh permulaan semester.
Course registration must be completed within two (2) weeks before semester begins.

(2) Seseorang calon hendaklah mendaftar sekurang-kurangnya tiga (3) kredit termasuk kredit yang diperuntukan bagi penyelidikan pada mana-mana semester melainkan ia diluluskan penarikan diri daripada semester berkenaan.
The candidate must register for at least three (3) credits, including credits allocated for research, in any given semester unless withdrawal from that semester has been approved.

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

3. Ketetapan Bidang Penyelidikan / *Determination of Research Areas*
Ketetapan bidang bagi laporan penyelidikan hendaklah dilakukan sebelum calon memulakan penyelidikannya.
Research area must be determined before the candidate begins his or her research.

4. **Pendaftaran PQX7010 Projek Penyelidikan / *Registration of PQX7010 Research Project***

(1) Tajuk laporan penyelidikan hendaklah dikemukakan kepada Fakulti untuk kelulusan tidak lewat dari satu (1) tahun sebelum calon menyerahkan laporan penyelidikannya untuk pemeriksaan.
The title of the research report must be submitted to the Faculty for approval no later than one (1) year before the candidate submits his/her research report for examination

(2) Calon hendaklah menyerahkan laporan penyelidikannya untuk peperiksaan dalam tempoh pencalonannya.
The candidate shall submit his/her research report for examination within the candidacy period.

(3) Calon dikehendaki menyerahkan borang kelulusan tajuk (FP44/2007) dan mendapatkan kelulusan tajuk daripada fakulti sebelum membuat pendaftaran bagi PQX7010 Projek Penyelidikan.
Candidates are required to submit title approval form (FP 44/2007) and get an approval from faculty before registering for PQX7010 Research Project

(4) Calon dinasihatkan supaya melengkapkan semua kursus sebelum mendaftar PQX7010 Projek Penyelidikan.
Candidate are required to complete all courses before registering for PQX7010 Research Project.

(5) Calon yang mendaftar PQX7010 Projek Penyelidikan perlu mendaftar kursus PROGRESIF 1 (P1) dan PROGRESIF 2 (P2) bagi DUA (2) SEMESTER BERTURUT-TURUT dan hendaklah berbincang bersama penyelia setiap kemajuan Projek Penyelidikan yang dijalankan.
Candidates who have registered for PQX7010 Research Project are required to register Progressive Course for two (2) consecutive semesters and to always discuss its progress with the appointed supervisor.

SINOPSIS KURSUS / *COURSE SYNOPSIS*

KURSUS WAJIB / CORE COURSE

POX7001 Kaedah Penyelidikan dalam Pendidikan (3 kredit)
Research Methods in Education (3 credits)

Sinopsis /Synopsis:

Pelajar diberi pendedahan tentang proses menjalankan penyelidikan dalam pendidikan. Antara aspek yang akan dibincang adalah penghasilan cadangan kajian yang merangkumi: (1) konsep asas dalam penyelidikan; (2) memilih permasalahan kajian yang hendak dikaji dan kenapa mengkajinya; (3) membentuk soalan kajian yang relevan; (4) mengulas secara kritikal kajian yang lalu, membanding teori yang bersabit dan membentuk hipotesis; dan (5) memilih metodologi kajian, termasuk kaedah data analisis yang sesuai. Seterusnya, pelajar akan dibimbing cara membincang dapatan kajian demi menghasilkan kesimpulan kajian.
Students will be introduced to the entire process of conducting research in education. Among the topics to be discussed include the preparation of research proposal that includes: (1) basic concepts in research; (2) selection of a topic or problem to carry out research; (3) to design relevant research questions; (4) critically review relevant past studies to discern relevant theories and to form research hypothesis; and (5) to select appropriate research methodology including relevant data analysis method. In addition, students will be guided on how to discuss the research findings to derive the research conclusion.

Kaedah Penilaian : Penilaian berterusan: 70%, Peperiksaan akhir: 30%
Assessment Method *: Continuous assessment: 70%, Final Examination: 30%*

Bahasa Pengantar **:** Bahasa Melayu / Bahasa Inggeris
Medium of instruction *: Malay / English*

Rujukan Utama:
Main references:

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education. 10th Edition*. Australia: Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Quantitative, qualitative and mixed methods approaches* (5th Ed.). USA: Sage Publishing.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: choosing among five approaches* (4th Ed.). USA: SAGE Publications, Inc.
- Faculty of Education, UM. (2018). *Guidelines for the writing of project paper, research report, dissertation and thesis.* Kuala Lumpur: Faculty of Education, University of Malaya.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2018). *How to design and evaluate research in education* (10th Ed.). New York: McGraw Hill, Inc.
- Johnson, B. & Christensen, L. (2014). *Educational research: Quantitative, qualitative, and mixed approaches* (5th Ed.). USA: SAGE Publications, Inc.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: examples for discussion and analysis* (2nd Ed.). USA: Jossey-Bass.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.

POX7003 Analisis Data Kuantitatif dan Kualitatif (3 kredit)
Quantitative and Qualitative Data Analysis (3 credits)

Sinopsis/Synopsis:

Kursus ini direka bentuk untuk membantu pelajar memahami konsep asas analisis data kuantitatif dan kualitatif. Melalui kuliah, pembelajaran online dan tugasan praktikal, pelajar bukan sahaja dapat belajar bagaimana memilih kaedah analisis data yang sesuai, malah juga menganalisis data kuantitatif dan kualitatif menggunakan kaedah yang sesuai serta menginterpretasi keputusan analisis data dengan tepat dan jelas. Isi kandungan kursus ini meliputi kaedah analisis data kuantitatif yang termasuk analisis deskriptif dan inferensi. Selain itu, kaedah analisis data kualitatif termasuk menyediakan data, mentranskripsi data,

mengekod data, menganalisis dan melaporkan keputusan analisis. Secara umum, kursus ini merangkumi pengetahuan dan kemahiran asas analisis data bagi penyelidikan kuantitif dan kualitatif yang perlu dikuasai oleh pelajar semasa melaksanakan penyelidikan pendidikan.

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

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua, Y. P. (2020). *Mastering research statistics. 2nd edition*. Kuala Lumpur. McGraw-Hill.
- Chua, Y, P. (2021). *Basic research statistics (Asas statistik penyelidikan)*, 4th edition. Kuala Lumpur: McGraw-Hill.
- Chua, Y. P. (eds). (2021). *Contemporary research approach: Application of structural equation modeling in research and practices*. Kuala Lumpur: University of Malaya Press.
- Friese, S. (2019). *Qualitative Data Analysis with ATLAS.ti.* London: Sage Publications Ltd.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis: A Methods Sourcebook. 4th edition*. Los Angeles: Sage Publications.

POX7004 Seminar Kesarjanaan Pendidikan (4 kredit)
Seminar on Educational Scholarship (4 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan tentang paradigma penyelidikan, kesarjanaan pendidikan, etika dalam penyelidikan dan prinsip utama untuk penulisan akademik secara efektif. Antara aspek yang akan dibincang adalah teknik utama, garis panduan dan cadangan untuk menambahbaik kesarjanaan pendidikan dan penulisan akademik. Kursus ini memberi pengalaman praktik dalam menderaf, menyusun, memurnikan dan membentang teks akademik termasuk artikel, proposal kajian dan laporan penyelidikan.

This course provides exposure to research paradigms, educational scholarship, ethics in research and key principles of effective academic writing. Among the topics to be discussed include key techniques, guidelines and suggestions to improve educational scholarship and academic writting. It will give hands-on experience in drafting, organising, revising and presenting academic texts that includes articles, research proposal and research report.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bailey, S. (2018). *Academic writing: A handbook for international students* (5th Ed.). UK: Routledge.
- EssayShark (2018). *Move the Rock of Academic Writing: The complete guide to academic writing in all formatting styles. Expand your academic essay vocabulary and boost your academic English writing skills and language*. Independently published.

- Ling, L., & Ling, P. (2020). *Emerging methods and paradigms in scholarship and education research*. USA: IGI Global.
- *Publication Manual of the American Psychological Association* (7th Ed.). (2020). By American Psychological Association.
- Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing* (2nd Ed.). USA: American Psychological Association.
- Smeyers, P., & Depaepe, M. (2018). *Educational research: ethics, social justice, and funding dynamics*. Denmark: Springer Cham.
- Zhihui, Fang (2021). *Demystifying academic writing: genres, moves, skills, and strategies*. USA: Routledge.

PQX7010 Projek Penyelidikan (12 kredit)
Research Project (12 credits)

Sinopsis /Synopsis:

Kursus ini memerlukan pelajar meformulasikan masalah kajian dan kerangka konseptual / teori yang berkaitan dalam mana-mana bidang relevan untuk program yang didaftar dan menjalankan kajian secara koheren. Pelajar akan menjalankan sorotan literatur yang komprehensif dan mengaplikasikan kaedah sesuai untuk kutipan data dan analisis. Projek penyelidikan ini akan dibahagikan kepada dua bahagian. Pelajar perlu menyediakan kertas cadangan yang merangkumi bab 1, 2 dan 3 pada semester pertama. Laporan penyelidikan lengkap yang meliputi kesemua Bab 1,2 3, 4 dan 5 di semester kedua akan di serahkan untuk penilaian.

This course requires students to formulate research problems and relevant conceptual / theoretical frameworks in any field relevant to the program listed and conduct the study coherently. Students will conduct a comprehensive literature review and apply appropriate methods for data collection and analysis. Students will be supervised by a supervisor throughout this process. This research project will be divided into two parts. Students need to prepare a proposal paper covering chapters 1, 2 and 3 in the first semester. A complete research report covering all Chapters 1,2 3, 4 and 5 in the second semester will be submitted for evaluation.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Chua Yan Piaw. (2020). *Mastering Research Methods*, 3rd Edition. McGraw-Hill. ISBN 978-967-0761-43-5.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. London; Sage Publication.
- Silverman, D. (2016). *Qualitative Research* (4th edition). London: Sage *Publication.*
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to design and evaluate research in education* (th Edition).New York: McGraw Hill, Inc
- Chua, Y. P. (2015). Book 2 - Research Statistics. 3nd Edition. Shah Alam: McGraw-Hill Education
- Hammond, M. & Wellington, J. (2012). *Research Methods: The Key Concepts.* Routledge
- Newman, W. (2011). *Basics of Social Research: Qualitative and Quantitative Approaches:* International Edition (3rd Edition). Pearson.

Note:

Kursus Progresif/ *Progressive Course* (P):

6 kredit/ *credits* (P1)
6 kredit/ *credits* (P2)

KURSUS TERAS DISIPLIN / DISCIPLINE CORE COURSE

PQS7001 Psikologi Pendidikan Lanjutan (3 kredit)
Advanced Educational Psychology (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan konsep, skop dan pendekatan dalam psikologi pendidikan. Topik utama termasuk psikologi pertumbuhan dan perkembangan, psikologi perbezaan individu, personaliti, teori-teori pembelajaran, psikologi motivasi, psikologi kognitif yang termasuk penumpuan, memori, pemikiran, penaakulan, kreativiti dan penyelesaian masalah, serta psikologi emosi, dan pendidikan kanak-kanak berkeperluan khas. Melalui kursus ini pelajar dikehendaki mengaplikasi aspek-aspek dalam psikologi pendidikan dalam konteks pengajaran dan pembelajaran.
This course introduces concepts, scopes and approaches in educational psychology. The core topics include psychology of growth and development, psychology of individual differences, personality, learning theories, psychology of motivation, psychology of cognition that includes attention, memory, thinking, reasoning, creativity and problem solving as well as psychology of emotion and educating children with special needs. Upon taking this course, students are required to apply the different aspects of educational psychology in the context of teaching and learning.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- McMaugh, A., & Duchesne, S. (2018). *Educational psychology for learning and teaching* (6th Ed.). South Melbourne, Australia: Cengage Learning Australia.
- Santrock, J. W. (2018). *Educational psychology* (6th Ed.). Singapore: McGraw-Hill.
- Schunk, D. H. (2019). *Learning theories: An educational perspective* (8th Ed.). USA: Pearson.
- Woolfolk, A. E. (2018). *Educational psychology* (14th Ed.). USA: Pearson.

PQS7002 Perkembangan Sepanjang Hayat (3 kredit)
Lifespan Development (3 credits)

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 akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Baranovich, Diana (2017). *Understanding and mentoring the hurt teenager*. Partridge Publishing, Singapore. ISBN 478-3-4828-8153-0

- Baranovich, Diana (2019). *Child-centered filial play skills: Bonding through play a manual for mental health professionals, parents and caregivers of hurt children.* Malaysia: Pearson Publications. ISBN 978-967-349-766-9.
- Boyd, B., & Bee, H. L. (2019). *Lifespan development* (2nd Ed.). USA: Test Bank.
- Lally, M., & Valentine-French, S. (2019). *Lifespan development: A psychological perspective* (2nd Ed.). USA: Creative Commons.
- Laura, E. B. (2017). *Exploring lifespan development* (7th Ed.). USA: Pearson.
- Santrock, J. W. (2021). *Life span development* (18th Ed.). USA: Mc Graw Hill.

PQS7003 Perbezaan Individu dalam Pendidikan (3 kredit)
Individual Differences in Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan teori-teori terkini dan asas-asas dalam pengkajian psikologi perbezaan individu dalam konteks pendidikan. Matlamat umum kursus ini adalah membantu pelajar memahami bagaimana setiap individu ada karakteristik-karakterisitik psikologi yang berbeza. Topik-topik yang berkait dengan psikologi perbezaan individu ini termasuklah pengertian perbezaan individu, personaliti dan isu-isu perbezaan individu, kecerdasan, perbezaan individu dalam proses-proses pembelajaran, dan isu-isu kreativiti.
This course introduces current theories and basics in individual differences studies in the context of educational psychology. The general objective of the course is to assist students to understand that each individual has different psychological characteristics. Topics include the meanings of individual differences, personality and issues in individual differences, intelligence, individual differences in learning process, and issues in creativity.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Ashton, M. C. (2017). *Individual differences and personality* (3rd Ed.). Amsterdam: Elsevier.
- Chamorro-Premuzic, T., von Stumm, & Furnham, A. (2015). *The Wiley-Blackwell handbook of individual differences*. London: Wiley-Blackwell.
- Chamorro-Premuzic, T. (2016). *Personality and individual differences*. London: Wiley.
- Haslam, N., Smillie, L., & Song, J. (2017). *An introduction to personality, individual differences and intelligence* (2nd Ed.). London: Sage Publications Ltd.

PQS7004 Psikologi Individu Berkeperluan Khas (3 kredit)
Psychology of Individuals with Special Needs (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan teori kognitif, psikomotor dan afektif yang berkait dengan psikologi individu berkeperluan khas. Topik utama termasuk perbezaan individu, inklusif, modifikasi tingkah laku, psikologi pelajar yang berkeperluan khas pembelajaran, penglihatan, pendengaran, fizikal, dan pintar cerdas dan berbakat. Kursus ini juga membincang tentang akomodasi dalam pengajaran dan pentaksiran serta penyediaan rancangan pendidikan individu.
This course introduces cognitive, psychomotor, and affective theories which are related to individuals with special needs. The core topics include individual differences, inclusiveness, behaviour modification, psychology of students with learning disabilities, visual impairment, hearing impairment, physical disabilities as well as gifted and talented. In addition, the course will include the discussion on instructional and

assessment accommodations as well as preparation of individualised education plan.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bryer, F., & Beamish, W. (Eds.) (2019). Behavioural support for students with special educational needs: Trends across the Asia-Pacific region. Singapore: Springer.
- Hodkinson, A. (2019). *Key issues in special educational needs, disability and inclusion (Education Studies: Key Issues)* (3rd Ed.). London: SAGE Publications Ltd.
- Martin, A. J., Sperling, R. A., & Newton, K. J. (Eds.) (2020). Handbook of educational psychology and students with special needs. UK: Taylor & Francis Ltd.
- Mona, D. (2019). *Beyond behaviors: Using brain science and compassion to understand and solve children's behavioral challenges*. USA: PESI Publishing.
- Rimm, S. B., Siegle, D. B., & Davis, G. A. (2017). *Education of the gifted and talented* (7th Ed.). USA: Pearson.

PQS7005 Perspektif Kognitif dalam Pendidikan (3 kredit)
Cognitive Perspective in Education (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan pendekatan kognitif dalam yang berkaitan dengan psikologi pendidikan. Topik utama termasuk mengaplikasi kefahaman konsep, teori dan model perkembangan kognitif dalam psikologi pendidikan, serta mendemonstrasi pendekatan kognitif dalam pengajaran dan pembelajaran demi memperkukuhkan kepentingan psikologi pendidikan terhadap perkembangan individu. Kursus ini menekankan implikasi kemahiran berfikir aras tinggi yang merangkumi pemikiran kreatif dan kritis serta penyelesaian masalah dengan berpandukan konsep reformasi pendidikan berdasarkan taksonomi pembelajaran.
This course aims to introduce cognitive approach in educational psychology. Key topics include applying and understanding concepts, theories and models of cognitive development in the perspective of educational psychology, as well as demonstrate cognitive approaches in teaching and learning in reinforcing the importance of educational psychology on individual development. This course emphasizes the implications of high-level thinking skills that include creative and critical thinking, as well as problem solving, based on the concept of educational reform based on the taxonomy of learning.

Kaedah Penilaian : Penilaian berterusan: 100%
Assessment Method *: Continuous assessment: 100%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Eysenck, M. W. (2015). *Cognitive psychology: A student's handbook* (7th Ed.). USA: Taylor & Francis.
- Goldstein, E. B. (2019). *Cognitive psychology: Connecting mind, research, and everyday experience* (5th Ed.). USA: Cengage Learning.
- McMaugh, A., & Duchesne, S. (2018). *Educational psychology for learning and teaching* (6th Ed.). South Melbourne, Australia: Cengage Learning Australia.
- Santrock, J. W. (2018). *Educational psychology* (6th Ed.). Singapore: McGraw-Hill.
- Woolfolk, A. E. (2018). *Educational psychology* (14th Ed.). USA: Pearson.

PQS7006 Inovasi dalam Pengajaran dan Pembelajaran (3 kredit)
Innovation in Teaching and Learning (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan memperkenalkan kemahiran pembelajaran abad ke-21 untuk dikaitkan dengan inovasi dalam pengajaran dan pembelajaran. Topik utama termasuk kemahiran pembelajaran dan inovasi, kemahiran literasi digital, dan kemahiran kerjaya dan kehidupan. Kursus ini juga membincang tentang pendekatan berbeza dalam inovasi pengajaran dan pembelajaran yang termasuk pembelajaran kolaboratif, pembelajaran berasaskan inkuiri, projek, masalah, dan kes. Kursus ini mengkehendaki pelajar merangka pengajaran inovatif untuk mata pelajaran yang berbeza.
This course introduces the 21st century skills in relation to innovation in teaching and learning. The core topics innovation and learning skills, digital literacy skills, as well as career and life skills. In addition, the course will include the discussion on various innovation in teaching and learning that include collaborative learning, inquiry-based learning, project-based learning, problem-based learning, and case-based learning. This course requires students to design an innovative teaching for different learning subjects.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Boss, S., & Larmer, J. L. (2019). *Project-based teaching: How to create rigorous and engaging learning experiences*. USA: ASCD.
- Domenech, D., Sherman, M., & Brown, J. L. (2016). Personalizing 21st century education: A framework for student success. USA: Jossey-Bass.
- Lee, D. (2018). *Design thinking in the classroom: Easy-to-use teaching tools to foster creativity, encourage innovation, and unleash potential in every student (Books for Teachers)*. Ulysses Press.
- McNair, A. (2017). *Genius hour: Passion projects that ignite innovation and student inquiry*. USA: Prufrock Press.
- Sawyer, K., & Wagner, T. (2019). *The creative classroom: Innovative teaching for 21st-century learners*. New York: Teachers College Press.
- Stanley, T. (2018). *Authentic learning: Real-world experiences that build 21st-century skills*. USA: Prufrock Press.

KURSUS ELEKTIF (PILIH 1 DARIPADA 2 KURSUS)
ELECTIVE COURSES (CHOOSE 1 FROM 2 COURSES)

PQQ7003 Pendidikan Inklusif untuk Murid Berkeperluan Khas (3 kredit)
Inclusive Education for Students with Special Needs (3 credits)

Sinopsis /Synopsis:

Kursus ini bertujuan untuk memperkenalkan pendidikan inklusif untuk murid berkeperluan khas kepada para guru. Topik utama termasuk prinsip dan kepentingan pendidikan inklusif, jenis dan model-model pelaksanaan pendidikan inklusif, tanggungjawab guru aliran perdana dan pendidikan khas, serta penyediaan rancangan pendidikan individu untuk murid berkeperluan khas. Di samping itu, jenis-jenis aktiviti pendidikan inklusif yang bersesuaian dan impak pendidikan inklusif terhadap murid berkeperluan khas juga akan dibincang dalam kursus ini.
This course introduces inclusive education for students with special needs to educators. The core topics include principles and the importance of inclusive education, types and models of implementation for inclusive education, roles and responsibilities of mainstream and special educators, as well as the preparation of individualised education plan for students with special needs. In addition, relevant inclusive education activities and the impacts of inclusive education towards students with special needs will also be discussed in the course.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. USA: Jossey-Bass.
- Eredics, N. (2018). *Inclusion in action: Practical strategies to modify your curriculum*. USA: Brookes Publishing.
- Graham, L. (2019). Inclusive education for the 21st Century: Theory, policy and practice. USA: Routledge.
- Jogensen, C. M., & Kluth, P. (2018). *It's more than "Just Being In": Creating authentic inclusion for students with complex support needs*. USA: Brookes Publishing.
- Villa, R., & Thousand, J. (2021). *The inclusive education checklist, a self-assessment of best practices* (2nd Ed.). New York: National Professional Resources, Inc.

PQR7002 Psikometrik dan Pentaksiran Dalam Pendidikan (3 kredit)
Psychometrics and Assessments in Education (3 credits)

Sinopsis /Synopsis:

Kursus ini memberi pendedahan terhadap prinsip asas psikometrik dan pentaksiran yang diaplikasi dalam konteks pendidikan dengan penekanan terhadap pengukuran psikologikal. Proses pembinaan, adaptasi dan terjemahan ujian turut dibentangkan dengan amalan praktikal untuk membina kemahiran penggunaan ujian. Aspek komersil ujian psikologi akan turut dibincangkan. Contoh-contoh ujian serta pentaksiran dalam domain minat kerjaya, personaliti, kecerdasan, serta tingkah laku adaptif akan digunakan untuk membiasakan pelajar dengan instrumen yang biasa diguna dalam pendidikan.
This course provides an exposure to the basic principles of psychometrics and assessments as applied in an educational setting with a focus on psychological measurement. The processes of test development, adaptation and translation will be presented with practical exercises to build the skills as a test user. The commercial aspects of psychological tests will also be discussed. Examples tests in the domain of career interest, personality, intelligence and adaptive behaviour will be used to familiarize students with instruments that are used widely in the educational setting.

Kaedah Penilaian : Penilaian berterusan: 60%, Peperiksaan akhir: 40%
Assessment Method *: Continuous assessment: 60%, Final Examination: 40%*

Bahasa Pengantar : Bahasa Melayu/ Bahasa Inggeris
Medium of instruction *: Malay/ English*

Rujukan Utama:
Main references:

- Bandalos, D. L. (2018). *Measurement theory and applications for the social sciences*. Guilford Publications.
- Cooper, C. (2018). *Psychological testing: theory and practice*. Routledge.
- Coulacoglou, C., & Saklofske, D. H. (2017). *Psychometrics and psychological assessment: Principles and applications*. Academic Press.
- Finch, H., French, B. F., & Immekus, J. C. (2016). *Applied psychometrics using SPSS and AMOS*. IAP.
- Hughes, D. J., Booth, T., & Irwing, P. (2018). *The Wiley Handbook of Psychometric Testing: A Multidisciplinary Reference on Survey, Scale and Test Development*. Wiley-Blackwell.
- Iliescu, D. (2017). *Educational and psychological testing in a global Context*. Cambridge University Press.
- Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues*. Nelson Education.
- Young, J.W., So, Y., &. Ockey, G.J. (2016). *ETS International principles for the fairness of assessments.* ETS

BLOK A (*Block A*)

Tingkat Bawah (*Ground Floor*)

Tingkat Satu (*First Floor*)

Tingkat Dua (*Second Floor*)

Tingkat Tiga (*Third Floor*)

BLOK B *(BLOCK B)*

Tingkat Bawah *(Ground Floor)*

Tingkat Satu *(First Floor)*

Tingkat dua *(Second Floor)*

Tingkat Tiga *(Third Floor)*

BLOK C *(BLOCK C)*

Tingkat satu *(Ground Floor)*

Tingkat Satu *(First Floor)*

Tingkat Dua *(Second Floor)*

Tingkat Tiga (Third Floor)

BLOK D (BLOCK D)

Tingkat Bawah (Ground Floor)

Tingkat Satu (First Floor)

- PP&PKUM - PUSAT PENYELIDIKAN DAN PEMBANGUNAN KELUARGA
  (UMFR&DC - UNIVERSITY OF MALAYA FAMILY RESEARCH AND DEVELOPMENT)
- PPP&PKUM - PENGARAH PUSAT PENYELIDIKAN DAN PEMBANGUNAN KELUARGA
  (HUMFR&DC - HEAD UNIVERSITY OF MALAYA FAMILY RESEARCH AND DEVELOPMENT)
- PPA&PP - PUSAT PENYELIDIKAN ANTARABANGSA DAN PERBANDINGAN PENDIDIKAN
  (CRICE - CENTRE FOR RESEARCH INTERNATIONAL AND COMPARATIVE EDUCATION)

BLOK E *(BLOCK E)*

Tingkat Bawah *(Ground Floor)*

Tingkat Satu *(First Floor)*

Tingkat Dua *(Second Floor)*

Tingkat Tiga *(Third Floor)*

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ADMINISTRATION BUILDING (Block F)

MENARA PENDIDIKAN (Blok G)
EDUCATION TOWER(Block G)

Tingkat Bawah *(Ground Floor)*

Tingkat Satu *(First Floor)*

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Tingkat Empat *(Fourth Floor)*

Tingkat Lima *(Fifth Floor)*

PANDUAN PENYEDIAAN TESIS, DISERTASI DAN LAPORAN PENYELIDIKAN

GUIDE TO THE PREPARATION OF THESES, DISERTATIONS AND RESEARCH REPORTS

PROGRAM IJAZAH TINGGI POSTGRADUATE PROGRAMMES

SESI/*SESSION* 2023/2024

FAKULTI PENDIDIKAN
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FACULTY OF EDUCATION
UNIVERSITY OF MALAYA

GUIDELINES FOR THE PREPARATION OF RESEARCH REPORT, DISSERTATION AND THESIS

EDITED VERSION 2022

TABLE OF CONTENTS

Preface		5
CHAPTER 1: FORMAT		6
1.1	Introduction	6
1.2	Binding	6
1.3	Word Limit of Research Reports/Dissertations/Theses	6
1.4	Paper and Duplication	7
1.5	Typing	8
1.5.1	Typing Quality	8
1.5.2	Spacing	8
1.6	Margins	8
1.7	Pagination	9
1.8	Footnotes	9
1.9	Tables	10
1.10	Figures	10
CHAPTER 2: LAYOUT AND ARRANGEMENT OF CONTENTS		12
2.1	The Preliminaries	12
2.1.1	Title Page	12
2.1.2	Original Literary Work Declaration Form	12
2.1.3	Abstract	12
2.1.4	Acknowledgement	13
2.1.5	Table of Contents	13
2.1.6	List of Figures	13
2.1.7	List of Tables	13
2.1.8	List of Abbreviations	13
2.2	Main Text	14
2.2.1	Main Text Layout	14
2.2.2	Format for Numbering Headings in Main Text	15
2.2.3	Format for Numbering Sub-Headings in Main Text	17
2.3	References	17

2.4 In-text Citations 18
2.4.1 Author 18
2.4.2 Date 19
2.4.3 Page Number 19
2.4.4 Narrative Citations 20
2.4.5 Parenthetical Citations 20
2.5 Supplementaries 21
2.5.1 Appendices 21
2.5.2 List of Publications and Papers Presented 21

CHAPTER 3: OTHER RELATED GUIDELINES 22
3.1 Plagiarism 22
3.2 Turnitin 22
3.3 Publication from Research Report/Dissertation/Thesis 22
3.3.1 Type of Publications 22
3.3.2 Authorship 22
3.3.3 Timing 23
3.3.4 Topic of Publication 23
3.3.5 Affliliation 23
3.3.6 Blacklisted Journals 23
3.3.7 Completion Period 23

CHAPTER 4: SUBMISSION 24
4.1 Prior to Submission 24
4.2 Required Documents for Submission 24

REFERENCES 24

APPENDICES 25
A1 Front Cover 25
A2 Sample Hard Bound Copy for Final Submission (*Bahasa Malaysia*) 26
A3 Samples Hard Bound Copy for Final Submission (English) 27
A4 Sample of Softbound Copy for Examination 28

A5	Sample of Whole Hard Bound Copy for Final Submission	29
B1	Spine Format	30
B2	Sample of Spine Format for Final Hard Copy	31
C	Electronic Soft Copy	32
D1	Statements of Title Page	33
D2	Title Page for Research Report, Dissertation and Thesis	34
E1	Original Literary Work Declaration Form (English)	37
E2	Original Literary Work Declaration Form (*Bahasa Malaysia*)	38
F	Sample of an Abstract (English)	39
G	Sample of Table of Contents (Quantitative Research)	40

PREFACE

In the process of completing a postgraduate programme in the Faculty of Education, and being awarded the degree by the Universiti Malaya, a candidate required to submit a research report or dissertation or thesis, depending on the requirements of the specific programme.

The terms "research report", "dissertation" and "thesis" are defined as follows:

1. Research Report - the documentation of research prepared and submitted by the candidate for the award of a Master's Degree by Coursework;
2. Dissertation - the documentation of the original research prepared and submitted by the candidate for the award of a Master's Degree by Research and Master's Degree by Mixed Mode;
3. Thesis - the documentation of the original research prepared and submitted by the candidate for the award of a Doctoral Degree by Research and Doctoral Degree by Mixed Mode.

This guideline will assist candidates to meet the minimum requirements set by the Faculty of Education, University of Malaya to complete the final form of a research report, dissertation or thesis.

CHAPTER 1
FORMAT

1.1 Introduction

Research reports, dissertations and theses 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. The formats for in-text citations, references, tables and figures follow the 7th edition of the American Psychological Association (APA) guidelines.

1.2 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 faculty.

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:

1. Research report: Ocean blue or Light bright blue
2. Dissertation: Dark red or maroon
3. Thesis: Dark red or maroon

For final submission prior to graduation, a research report/dissertation/thesis submitted to the faculty should be bound in hard cover rexine with the colour indicated below:

1. Research report: Ocean blue or Light bright blue
2. Dissertation: Dark red or maroon
3. Thesis: Dark red or maroon

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 with the year when the research report/dissertation/thesis is submitted. The examples are shown in Appendices B1 and B2.

1.3 Word Limit of Research Reports/Dissertations/Theses

A research report/dissertation/thesis should generally be in the word limit stated in Table 1.

Table 1
Word Limit for Research Reports/Dissertations/Theses

No.	Report/Dissertation/Thesis	Word Limit Range
1.	Research report (12 credit hours)	14,000 - 17,000
2.	Research report (15 credit hours)	17,000 – 20,000
3.	Masters dissertation (Mixed mode) (24 credit hours)	20,000 - 25,000
4.	Masters dissertation (Mixed mode) (30 credit hours)	25,000 – 30,000
5.	Masters dissertation (Mixed mode) (40 credit hours)	30,000 – 40,000
6.	Masters dissertation (Research mode)	40,000 - 60,000
7.	PhD thesis (Mixed mode)	60,000 - 80,000
8.	PhD thesis (Research mode)	80,000 - 100,000

The word limit includes footnotes, references, tables, figures and preliminaries. Justification for word limit:

1. The maximum word limit for (5), (6), (7) and (8) do follow the maximum word limit set by AASC.
2. The minimum word limit for (8) is a requirement set by the Malaysian Qualifications Agency (MQA).

A candidate who wishes to exceed the word limit specified must apply to the Dean of Faculty at least one month before the submission of the research report/dissertation/thesis for examination and provide reasons for the inability to adhere to the prescribed word limit.

1.4 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.

1.5 Typing

1.5.1 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, 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.

1.5.2 Spacing

Double-spacing should be used throughout the text, including abstract. Single-spacing should be used for long tables, quotations, footnotes and reference entries.

1.6 Margins

The stipulated margins for the general text are as follows:

Top	: 2.0 cm
Right	: 2.0 cm
Left	: 4.0 cm
Bottom	: 2.0 cm

The following guidelines also need to be followed as far as possible:

1. 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, sub-heading or a caption.
2. All tables and figures including their captions should conform to margin requirements.
3. 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.
4. There should be only two double spacings between two paragraphs.
5. Use justify alignment for paragraphs. Do not indent the starting word of a paragraph.

1.7 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 with font size 10.

In addition, the page numbering system must conform to the following rules:

1. The *Preliminaries* include the Title Page, Original Literary Work Declaration, Abstracts, Acknowledgement, Table of Contents, List of Tables, List of Figures and List of Abbreviations. The *Preliminaries* are numbered in consecutive lower case Roman Numerals (i, ii, iii, iv, etc.)
2. 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*.
3. The whole *Main Text* (Chapters and References) and *Supplementaries* (Appendices and List of Publications and Papers Presented) are numbered consecutively in Arabic numerals (1, 2, 3, etc.) beginning with 1 on the first page of the text.

1.8 Footnotes

Candidates are advised to limit the use of footnotes unless they are proved necessary to the document. APA does not recommend the use of footnotes. Nevertheless, the APA format suggests using footnotes for two types of information: content comments and copyright permission.

Footnotes are used to elaborate or provide additional information regarding matters discussed in that page.

Footnotes are recorded using Arabic numeric and numbered consecutively. Raised superscript numerals in the text refer to explanatory notes and documented sources appearing at the bottom of the page as footnotes. The advantage of using footnotes is that explanatory type of information can be presented along with source citations on the same page or place.

Footnotes should use a smaller font than the text (font size 8). When using footnote, a number formatted in superscript is inserted following the punctuation mark in the text. Footnotes should be placed at the bottom of the page on which they appear.

An example of a footnote:

One of the earliest contemporarily models of creative thinking problem solving as a process by Guilford (1910) can be found in in *Creativity*.[2]

---

[2] Dewey, Jones. *How We Think*. D.C. Health, 1920.

1.9 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.

The followings are basic presentation and formatting of tables.

1. *Numbering*: Each table is preceded by the capitalised word "Table" followed by an Arabic number (e.g., Table 1.1, Table 1.2, Table 1.1, Table 1.2 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). Capitalise and bold the table number. Example: **Table 1.1**
2. *Titling*: Each table has a unique title written directly below the table number. Titles should be brief yet descriptive. Capitalise each major word in the title (but not of, on, in, and, etc.). Italicise titles. Do not put a period. Example: *Mean Performance Scores of Students with Different College Majors*
3. *Spacing*: Tables in the 7th edition APA Publication Manual 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. *Table notes*: Note or source for table is positioned below the table.

Table 1.1 is an example of a table.

Table 1.1

Kolmogorov-Smirnov and Shapiro-Wilk Tests for Normality Distribution

Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	*df*	*p*	Statistic	*df*	*p*
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.

1.10 Figures

The 7th edition of the APA Publication Manual gives the following guidance in relation to figures:

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 labelled, and elements within the figure are labelled or explained.
3. Note or source for figure is positioned below the figure.

Figure 1.1 is an example of a figure.

Figure 1.1

Conceptual Framework of the Study

Note. This model is improved from the Academic Performance Model of Green (2021)

CHAPTER 2
LAYOUT AND ARRANGEMENT OF CONTENTS

The structure of the research report, dissertation or thesis is based on a standard format which contains three main sections: *Preliminaries, Main Text* and *Supplementary*.

3.1 The Preliminaries

This section consists in order of the following:

2.1.1 Title Page

The title page is the first page after the front cover and should include:
1. The final research title which has been approved by the faculty.
2. Name of candidate according to the registration records.
3. A statement according to the mode of programme.
4. The year of submission.
5. The words on title page should be typed with Arial Narrow font, font size 12 and spacing 1.5.

See Appendices D1 for title page statements and D2 for examples of title pages.

2.1.2 Original Literary Work Declaration Form

This form must be completed by the candidate and signed by a witness (Supervisors or Head of Department/Deputy Dean of Postgraduate of the faculty). The original signed form must be included in all copies of the research report/dissertation/thesis. The form can be downloaded from the MAYA website in two languages (English and Bahasa Malaysia). If the research report/dissertation/thesis is written in English, the English version of the form is used and vice versa.

See Appendices E1 and E2 for examples.

2.1.3 Abstract

The abstract should be written as one paragraph, double-spaced and should not be more than 500 words. Each anstract/*abstrak* should have a title in bold capital letters with font size 12.

Where the language of the thesis is other than Bahasa Malaysia [Malaysia] or English [United Kingdom], an abstract in that language must also be included. The sequence of abstracts is as follows:
1. For research report/dissertation/thesis written in Bahasa Malaysia, the abstract in Bahasa Malaysia is followed by the English version.
2. For research report /dissertation/thesis written in English, the abstract in English is followed by the Bahasa Malaysia version.
3. For research report /dissertation/thesis written in Arabic, the abstract in Arabic is followed by its version in Bahasa Malaysia and English.

The Abstract page is assigned Roman numeral "iii" and the following pages should be numbered consecutively.

A good abstract should consist of brief description of the followings:

1. Statement of Problem
2. Objectives of the Study
3. Methodology
4. Findings
5. Conclusion

Appendix F presents an example of an abstract.

Note: Dissertation and thesis for proposal and candidature defences should have an abstract.

2.1.4 Acknowledgements

Most research reports/dissertations/theses include a message to convey appreciation to those who have been involved and provided their assistance directly or indirectly in the preparation of the study. This is optional and should not exceed a single page, which is numbered in Roman numeral accordingly.

2.1.5 Table of Contents

The table of contents lists the chapters, headings together with their page numbers. Headings should be labelled according to the chapter. The format of table of contents is shown in Appendix G.

2.1.6 List of Figures

This list should use the same numbers and captions which appear above the figures in the text and the appendices. The numbering system is according to chapter, for example: Figures in Chapter 1 are numbered sequentially as: Figure 1.1, Figure 1.2 and so on.

2.1.7 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 example: Tables in Chapter 1 are numbered sequentially as: Table 1.1, Table 1.2 and so on.

2.1.8 List of Abbreviations

If necessary to the presentation of the thesis, this list appears after the list of Tables and Figures.

2.2 Main Text

The text is organised 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 research report, thesis or dissertation is as follows:

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 significance of the study; the scope of the study; the limitation of the study and the definition of terms.

Note: The conceptual and theoretical frameworks can be included in chapter 1 or in chapter 2 Literature Review.

Chapter 2: Literature Review
This chapter discusses in detail a critical review of past literature by accredited scholars and researchers relevant to the study. The candidate can review in depth research conducted as necessary from older publications but should focus on recent/current publications within the latest five years.

Chapter 3: Methodology
This chapter discusses the research methods including research design, sampling procedure, instrumentation, data collection procedures and data analysis in detail with all the necessary justifications for the chosen research method.

Chapter 4: Findings
In this chapter, the findings must be presented in written text, with relevant tables and figures to answer the research questions. The interpretation of the findings must be presented in a scholarly manner.

Chapter 5: Discussion and Conclusion
In this chapter, the research findings are summarized and discussed. The implications, recommendations, and suggestions for future research and a concise conclusion must be included.

2.2.1 Main Text Layout

An example of main text layout and text spacings is shown in Figure 2.1.

Figure 2.1

An Example of Main Text Layout

2.2.2 Format for Numbering Headings in Main Text

The format for numbering headings in the main text is shown in Figure 2.2.

Figure 2.2

Format for Numbering Headings

CHAPTER 1

CHAPTER TITLE

Chapter foreword which explains its contents.

1.1 Primary Heading

The text below it begins from the left margin.

1.1.1 Secondary Heading 1

Use secondary headings if there are two or more headings under a primary heading.

1.1.2 Secondary Heading 2

Text is typed beginning from the left margin.

1.1.2.1 Tertiary Heading 1

Tertiary headings are not listed in the *Table of Contents*.

1.1.2.2 Tertiary Heading 2

Use tertiary headings if there are two or more headings below a secondary heading.

2.2.3 Format for Numbering Sub-Headings in Main Text

For sub-headings under each of the above headings, use unbold fonts with numbers (1, 2, 3 …), followed by lower-case alphabets (a, b, c …), and lower-case *Roman Numerals* (i, ii, iii …). An example of sub-headings layout is shown in Figure 2.3.

Figure 2.3

Sub-headings Layout

1.7 Definition of Terms (***a primary heading***)

The followings are the definition of terms for this study.

1. Leadership practices

   a. Transformational leadership practices

      i. Idealised influence

      ii. Inspirational motivation

   b. Transactional leadership practices

2. Motivation

This numbering system provides a clear picture of the relationship between chapters, headings and sub-headings and shows how they are connected.

2.3 References

All works or studies referred to in the research report/dissertation/thesis in the form of quotations or citations must be included in the references. The references should be written consistently in the 7th edition of the American Psychological Association (APA) format.

Each reference should be written in single spacing format and a double space should be left between references. The list of references must be arranged in alphabetical order and the entries should not be numbered. The list must also have a hanging indentation of 0.5 inch. The format of references for journal article, book and chapter in book are as follows:

Journal article:

Author, A. A., & Author, B. B. (Year). Title of the article. *Name of the Periodical, volume*(issue), #–#. https://doi.org/xxxx

Book:
Author, A. A., & Author, B. B. (Copyright Year). *Title of the book* (7th ed.). Publisher. DOI or URL

Chapter in book:
Author, A. A., & Author, B. B. (Copyright Year). Title of the book chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of the book* (2nd ed., pp. #–#). Publisher. DOI or URL

For examples:
Cohen, J. (1988). *Statistical power analysis for the behavioural sciences*. Routledge. https://doi.org/10.4324/9780203771587

Cohen, J. (1992). A power primer. *Psychological Bulletin*, *112*(1), 155–159. https://doi.apa.org/doiLanding?doi=10.1037%2F0033-2909.112.1.155

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge. https://gtu.ge/Agro-Lib/RESEARCH%20METHOD%20COHEN%2.pdf

Ryan Hidayat, Sharifah Norul Akmar Syed Zamri & Hutkemri Zulnaidi (2021). The effects of mastery goal orientation and metacognition on mathematical modeling competency. In Y. P. Chua (Ed.), *Contemporary research approach: application of structural equation modeling in research and practices* (pp.171-202). University of Malaya Press. DOI:10.14425/9789674881757.

Please refer to the Universiti Malaya Library APA Formatting and Style Guide. The guide can be downloaded at UM Library website (https://umlibguides.um.edu.my)

2.4 In-text Citations

In-text citations in research report, dissertation and thesis must follow the rules set by the 7th edition APA Publication Manual. The following are format of in-text citaions.

2.4.1 Author

1. General Author

Use the surname of the author for in-text citation. Example: (Green, 2021, p. 20)

2. Multiple Authors
   a. Two authors:
      i. *Parenthetical Citations:* (Creen & White, 2022). For example: Intelligence is a factor of creativity (Creen & White, 2022).
      ii. *Narrative Citations:* Green and White (2022). For example: Green and White (2022) state that intelligence is a factor of creativity.

   b. Three or more authors:
      i. *Parenthetical Citations:* (Green et al., 2022)
      ii. *Narrative Citations:* Green et al. (2022)

c. Organisational Authors

If the author of a work is an organisation, company, or group, list that group's full name in the in-text citation:

i. (Selangor State Education Department, 2022)
ii. (Ministry of Higher Education Malaysia, 2022)

If the organisation has a common acronym, introduce it in first in-text citation and then use the abbreviation in all subsequent citations:

i. (Ministry of Education Malaysia [MOE], 2022)
ii. (MOE, 2022)

d. No Author

If there is truly no author for a reference, use the title, or first few words of the title. Capitalise the words in the title for the in-text citation. Place in quotation marks if the title is an article or a chapter. Italicise if it is a book, webpage, or other relevant documents:

i. ("How To Find", 2022)
ii. (*Malay Language Dictionary*, 2022)

2.4.2 Date

1. Year

Use only year of the resource in the in-text citation. For example: (Green, 2022)

2. No Date

If there is no date for a reference, use the abbreviation n.d. For examples:

a. (Ministry of Higher Education Malaysia, n.d.).
b. Green (n.d.) states that …

3. Same Author/Date

If two or more distinct works by the same author and published in the same year, differentiate them with letters. Letters will be assigned alphabetically by the order in which they are listed in the references list. For examples:

a. (Green, 2022a)
Reference: Green, A. B. (2022a). *Creative arts*. Pearson. https://doi.10.2909.112.

b. (Green, 2022b)
Reference: Green, A. B. (2022b). Developing a model for educational technology leadership practices. *Education and Science*, *42*, 73-84. https://doi.10.34255.110-2132.

If both items are using n.d. instead of a year, include a hyphen before the differentiating letter. For example: (Ministry of Education Malaysia, n.d.-a)

2.4.3 Page Number

1. Page Numbers

If using information from a single page, use the abbreviation p. For example: (Green, 2022, p. 12)

2. No Page Numbers
   If there are no page numbers on the resource, use section headers, paragraph numbers, or other descriptions to direct your reader to the information you are citing. For example: para. 1, Slide 8, Conclusion section.

   Examples of no page numbers in-text citation:
   a. One of the author's main points is that "an important objective of education is to ensure that student outcomes are equitable" (Green, 2022, Chapter 1, Section 2, para. 5)
   b. (Brown, 2022, paras. 2-3)
   c. (White, 2022, Chapter 3)

3. Media
   If citing a direct quotation from a video, you can use the time stamp in place of a page number within the in-text citation.
   For example: Green (2022) states that "stress affects performance in a bell shape, where stress has a positive effect at moderate level, and negative effects at low level and high level." (4:12).

2.4.4 Narrative Citations

Narrative citations are the preferred method of citing quotes. Use them for paraphrasing or summarizing. The strength of narrative citations is that it flows better for a reader. A narrative citation weaves in the author's name(s) into the text, and then adds in the year in parentheses. The page number will bookend the quote at the end.

Use this format: Last name (Year) ... "quote" or paraphrase (p. X). For examples:
1. Green (2022) explains that "youth literacy has risen from 74% in 1980 to near-universal literacy of 96% today" (p. 42).
2. According to the Ministry of Education Malaysia (2022), the Malaysian Government has sustained high levels of investment in education over the past 63 years since independence (p. 23).

2.4.5 Parenthetical Citations

A parenthetical citation encompasses the components of the in-text citation in parentheses at the end of the sentence, prior to the closing period. This should mostly be used for paraphrasing, and typically not for direct quotes alone.

A page number is not necessary for paraphrasing but is encouraged. Use the format: (Author, Date, p. X). For examples:
1. School leaders need to change their role as technology leaders - leaders who can lead and manage staff with technology in e-learning platform (Green, 2022).
2. Technology leadership is defined as "virtual relationships of influence" (Green & White, 2022) whereby this new highly adaptive field of knowledge affects multiple daily interactions across professional education and training (Brown et al., 2022).

3. Moreover, the authors state that "the problem that faces the application of technology leadership in schools is sometimes not the failure of the e-learning platform or computer facilities but the attitude and behavior of leaders" (Creen & White, 2022, p. 18).

For more detail referencing style on multiple authors, authors of different ethnicity (e.g., Malay, Chinese, Indian, Punjabi, etc.), please refer to "Universiti Malaya Library APA 7th Edition Formatting and Style Guide" at:
https://umlib.um.edu.my/wp-content/uploads/1616/46/APA-Style-7th-Edition.pdf

2.5 Supplementaries

2.5.1 Appendices

This section supports the main written text of the thesis. Appendices consist of research instruments, additional illustration of data sources, raw data and quoted citations which are too long to be placed in the text. The appendix section supports the written text of the research report/dissertation/thesis by including materials that can provide additional information. These materials include research data, tables, examples of questionnaires, maps, photos and other materials that are too long to be included in the text or are not directly required to comprehend the text can be included as appendices.

Tables and graphics that are more than two pages long are suggested to be included in the Appendices section.

Appendices are labelled as Appendix A, Appendix B1, Appendix B2, Appendix C, etc. and they should correspond to the List of Appendices of Preliminary section.

2.5.2 List of Publications and Papers Presented

For master's degree and doctoral degree that publication is a requirement, published works as well as papers presented at conferences, seminars, symposiums etc. pertaining to the research topic of the research report/dissertation/thesis are suggested being included in this section. The first page of the article may also be appended.

Publications are labelled as Publication A, Publication B, and so on.

CHAPTER 3
OTHER RELATED GUIDELINES

3.1 Plagiarism

Postgraduate candidate of the Universiti Malaya are expected to produce original academic work. Plagiarism is defined as an academic fraud arising from the attitude of lying, insincerity, untrustworthiness, dishonesty and disrespect to fellow colleagues. Plagiarism happens when someone else's idea is taken without mentioning the source, and thus giving the impression that the idea is his own. This situation may occur when:

1. One's idea, taken word for word from an article or book that has been published.
2. The idea of a person from an article or book is taken using his own words.
3. A person's idea is taken from discussions whether in conferences, seminars, forums, talks or informal discussions between two parties.
4. Data, diagrams, tables, photographs or any other illustrative material derived from others is taken as if it were his own.

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.

3.2 Turnitin

The faculty requires the usage of *Turnitin*, an online web-based plagiarism detection application to avoid plagiarism and ensure academic integrity. The similarity index percentage for a research report/dissertation/thesis should equal to or less than 15% (≤15%).

3.3 Publication from Research Report/Dissertation/Thesis

3.3.1 Type of Publications

For Masters (research mode) and PhD, candidates are required to publish research article or review article in journals indexed in:

1. Web of Science (WoS) Core Collection Databases (https://apps.webofknowledge.com)
   a. Science Citation Index Expanded
   b. Social Sciences Citation Index
   c. Arts & Humanities Citation Index
2. Scopus (https://www.scopus.com)
3. Malaysian Citation Index (MyCite)(http://www.mycite.my)
4. Journals recognised by the faculty.
5. Publication must adhere to the conditions stated in the offer letter.

3.3.2 Authorship

For publication of journal article/book chapter/book from the research project, dissertation or thesis, the candidate must be the *first author* of the publication, followed by supervisor(s) as *co-author(s)*. For journal article, the supervisor can be the *corresponding author*.

The candidate must obtain the consent from supervisors for the publication. The consent can be in the form of a verification from the publisher or letter or email communication with the supervisors.

3.3.3 Timing

Publications accepted must be within the candidature of the candidate.

3.3.4 Topic of Publication

Publications must be related and conform to the candidate's research in the thesis/dissertation.

3.3.5 Affiliation

Publications must carry the affiliation of the department and/or faculty where the candidate is registered.

3.3.6 Blacklisted Journals

Publications in journals blacklisted by the Malaysian Ministry of Higher Education (MOHE) are not accepted. The journals include:

1. Academic Journal (www/academicjournals.org)
2. Euro Journal Inc (www.eurojournals.com)
3. Common Ground Publishing (www.commongroundpublishing.com)
4. Africa World Press Inc. (www.africaworldpressbooks.com)
5. Publications in Probable Predatory Journals according to Beall's List (http://scholarlyoa.com/publishers/)

The list of blacklisted journals is subject to change from time to time according to MOHE.

3.3.7 Completion Period

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

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

CHAPTER 4
SUBMISSION

4.1 Prior to Submission

Postgraduate candidates are required to obtain approval from the supervisor(s) and faculty via MAYA before online submission. This is to allow timely nomination of examiners for research report/dissertation/thesis.

Submission of research report/dissertation/thesis for examination has to be done within the candidature period after title approval by the faculty.

Candidates are strongly advised against copying the formatting done by other candidates as previously submitted research report/dissertation/thesis may not conform to the current formatting requirements. Failure to meet the formatting requirements may result in a thesis/dissertation being rejected at the point of submission.

Postgraduate candidates shall submit their research report/dissertations/theses to the Postgraduate Officer of the faculty.

4.2 Required Documents for Submission

Documents required for submission for the purpose of examination are as follows:

1. At least two (2) printed softbound/comb bound copies (or such numbers as may be determined by the faculty) of the research report/dissertation/thesis.
2. One (1) electronic copy (PDF format).
3. Submission of Thesis/Dissertation for Examination/Re-examination form.

Documents required for final submission prior to graduation after completing the corrections (if any), are as follows:

1. At least one (1) printed hardbound copy (or such numbers as may be determined by the faculty) of the final research report/dissertation/thesis.
2. One (1) electronic copy (PDF format).
3. Final Submission of Thesis/Dissertation form.
4. Repository Policy For Universiti Malaya Postgraduate Theses/Dissertation/Research Reports form.
5. Correction Report form (if applicable).

All the required forms can be downloaded from the MAYA portal in the following link: https://umsitsguide.um.edu.my/index.html.

REFERENCES

University of Malaya (2017). *Guidelines for the Preparation of Research Report, Dissertations and Theses*. Kuala Lumpur: Universiti Malaya.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). https://apastyle.apa.org/style-grammar-guidelines/references/examples

APPENDICES

Appendix A1 - Front Cover

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

Appendix A2 – Sample Hard Bound Copy for Final Submission (*Bahasa Malaysia*)

Appendix A3 – Sample Hard Bound Copy for Final Submission (English)

Appendix A4 – Sample of Softbound Copy for Examination

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.

Appendix A5 – Samples of Whole Hard Bound Copy for Final Submission

Example of hardbound thesis (dark red/maroon)

Examples of hardbound research report (ocean blue)

Appendix B1 – Spine Format

is pproximately 2cm

Appendix B2 – Samples of Spine Format for Final Hard Copy

Spine format for thesis

Spine format for dissertation

Appendix C – Electronic Soft Copy

The submitted electronic copy of the research report/dissertation/thesis in a USB flashdrive or 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 Penyelididkan/Disertasi/ Tesis)*:
Name of Faculty *(Nama Fakulti)*:
Year of Submission *(Tahun Penyerahan)*:

Note: Select only one language (*pilih hanya satu bahasa)*

Example:

NAME	KOMATHI A/P CHELLAPAN
MATRIC NO.	PHA150034
TITLE OF THESIS	PULANGAN PENDIDIKAN GRADUAN INSTITUSI LATIHAN KEMAHIRAN BELIA DAN SUKAN MALAYSIA
FACULTY	PENDIDIKAN
YEAR	2021

NAME	KOMATHI A/P CHELLAPAN
MATRIC NO.	PHA150034
TITLE OF THESIS	PULANGAN PENDIDIKAN GRADUAN INSTITUSI LATIHAN KEMAHIRAN BELIA DAN SUKAN MALAYSIA
FACULTY	PENDIDIKAN
YEAR	2021

Appendix D1 – Statements of the Title Page

The title page is the first page after the front cover. Table 2.2 presents the statements according to mode of programme.

Table 2.2
Statement on Title Page According to Mode of Programme

MASTER'S DEGREE		
Research Report (Coursework mode)	Dissertation (Mixed mode)	Dissertation (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)

DOCTORAL DEGREE	
Thesis (Mixed mode)	Thesis (Research mode)
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)

Appendix D2 – Title Page for Research Report, Dissertation and Thesis

The words on title page should be typed with Arial Narrow font, font size 12 and spacing 1.5.

1. Title Page for Research Report

TITLE OF RESEARCH REPORT

NAME OF CANDIDATE

RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION, UNIVERSITY OF MALAYA, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF COUNSELING

2022

TAJUK LAPORAN PENYELIDIKAN

NAMA CALON

LAPORAN PENYELIDIKAN DISERAHKAN KEPADA FAKULTI PENDIDIKAN, UNIVERSITI MALAYA SEBAGAI MEMENUHI SEBAHAGIAN KEPERLUAN BAGI IJAZAH SARJANA KAUNSELING

2022

2. Title Page for Dissertation by Mixed Mode

TITLE OF DISSERTATION

NAME OF CANDIDATE

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION (LANGUAGE EDUCATION)

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

2022

TAJUK DISERTASI

NAMA CALON

DISERTASI DISERAHKAN SEBAGAI MEMENUHI SEBAHAGIAN KEPERLUAN BAGI IJAZAH SARJANA PENDIDIKAN (PENDIDIKAN BAHASA)

FAKULTI PENDIDIKAN
UNIVERSITI MALAYA
KUALA LUMPUR

2022

3. Title Page for Dissertation by Research

TITLE OF DISSERTATION

NAME OF CANDIDATE

DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

2022

TAJUK DISERTASI

NAMA CALON

DISERTASI DISERAHKAN SEBAGAI MEMENUHI KEPERLUAN BAGI IJAZAH SARJANA PENDIDIKAN

FAKULTI PENDIDIKAN
UNIVERSITI MALAYA
KUALA LUMPUR

2022

4. Title Page for Thesis by Mixed Mode

TITLE OF THESIS

NAME OF CANDIDATE

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

2022

TAJUK TESIS

NAMA CALON

TESIS DISERAHKAN SEBAGAI MEMENUHI SEBAHAGIAN KEPERLUAN BAGI IJAZAH DOKTOR FALSAFAH

FAKULTI PENDIDIKAN
UNIVERSITI MALAYA
KUALA LUMPUR

2022

5. Title Page for Thesis by Research

TITLE OF THESIS

NAME OF CANDIDATE

THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

FACULTY OF EDUCATION
UNIVERSITY OF MALAYA
KUALA LUMPUR

2022

TAJUK TESIS

NAMA CALON

TESIS DISERAHKAN SEBAGAI MEMENUHI KEPERLUAN BAGI IJAZAH DOKTOR FALSAFAH

FAKULTI PENDIDIKAN
UNIVERSITI MALAYA
KUALA LUMPUR

2022

Appendix 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:

Appendix 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:

Appendix F – Example of an Abstract (English)

[TITLE OF RESEARCH REPORT/DISSERTATION/THESIS]

Issues about poor reading skill among Malaysian students in secondary schools has led to the need for developing new effective reading strategies that can be used to enhace reading skill among the Malaysia students. This study was conducted to investigate the effect of the Creative Reading Strategy workshop in enhancing reading skill among secondary school students. In this between-groups pretest-posttest experimental design study, a research sample (n = 64) was randomly selected from a secondary school population. The sample was then randomly assigned into treatment group and control group. The numbers of participants in each group was 32. The two groups were measured for reading skill before (pretest) and after (posttest) the treatment group attended the Creative Reading Strategy workshop for two weeks. Preliminary analysis results shows that the data does not violate normality and equal variance assumptions of the ANCOVA test. The results of the ANCOVA test show that for the pretest scores, the treatment group (mean score = 87.50) outperformed the control group (mean score 66.88). This means that the pretest scores of the two groups were unequal before the experiment was conducted [$F(1, 61) = 48.59, p < .05$]. After equalising the pretest scores using the ANCOVA test, the results show that there is a significant difference of adjusted posttest scores between the control and treatment groups [$F(1, 61) = 24.57, p < .05$]. The adjusted posttest mean score of the treatment group (82.27) out-performed the control group (72.11). This means that there is a significant effect of the Creative Reading Strategy workshop in enhancing the reading skill of the students. The large partial eta squared value ($\eta_p^2 = .46$) indicates that the Creative Reading Strategy workshop has a large effect in enhancing reading skill of the students. In conclusion, the Creative Reading Strategy workshop is effective in enhancing reading skill of the Malaysian secondary school students.

Problem statement

Research objective

Research methodology

Research findings

Conclusion

Note: The Abstract and Abstrak of research report/dissertation/thesis must have titles in Capital letters and in 12-point Bold Font.

Appendix G – Example of Table of Contents (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.

TABLE OF CONTENTS

Original Literary Work Declaration Form		i
Abstract		ii
Abstrak		iii
Acknowledgement		iv
Table of Contents		vi
List of Figures		xiv
List of Tables		xvi
List of Abbreviations		xvii
CHAPTER 1: INTRODUCTION		1
1.1	Introduction	1
1.2	Background of the Study	3
1.3	Statement of Problem	6
1.4	Purpose of the Study	9
1.5	Objectives of the Study	9
1.6	Research Questions	10
1.7	Research Hypotheses (if any)	11
1.8	Significance of the Study	12
1.9	Scope of the Study	14
1.10	Limitations of the Study	15
1.11	Operational Definitions	17
1.12	Summary	18
CHAPTER 2: LITERATURE REVIEW		19
2.1	Introduction	19
2.2	Related Theories and Models	19
2.3	Review of Constructs and Concepts Involved	25
2.4	Review of Past Studies	27
2.5	Frameworks of the Study	45

2.5.1 Theoretical Framework 45
2.5.2 Conceptual Framework 64
2.6 Summary 65

CHAPTER 3: METHODOLOGY 66
3.1 Introduction 66
3.2 Research Design 68
3.3 Location of the Study 69
3.4 Population and Sample 70
3.3.1 Sample Size Determination 71
3.3.2 Sampling Method 72
3.5 Instruments of the Study 73
3.5.1 Validity and Reliability of Instruments 75
3.5.2 Pilot Study 77
3.6 Data Collection Techniques 79
3.7 Intervention Plan (for Experimental Study only) 79
3.8 Controlling of Threats to Internal Validity (for Experimental Study only) 80
3.9 Procedure of the Study 83
3.10 Ethical Concerns 86
3.11 Data Analysis 90
3.12 Summary 92

CHAPTER 4: FINDINGS 93
4.1 Introduction 93
4.2 Reporting of Findings 93
4.1.1 Reporting of Findings Based on Research Question 1 94
4.1.2 Reporting of Findings Based on Research Question 2 95
4.1.3 Reporting of Findings Based on Research Question 3 97
4.1.4 Reporting of Findings Based on Research Question 4 98
4.3 Summary 100

CHAPTER 5: DISCUSSION AND CONCLUSION 101
5.1 Introduction 101
5.2 Summary of Findings 101
5.3 Discussion 102

5.4 Implications of the Study 112
5.5 Recommendations from the Study 114
5.6 Recommendations for Future Research 116
5.7 Conclusion 120

REFERENCES 121

APPENDICES 130
A1 Instrument 1 131
A2 Instrument 2 132
B1 Letter of Permission for Using the Instrument 1 in the Study 133
B2 Letter of Permission for Using the Instrument 2 in the Study 134
C Letter of Permission for Data Collection 135
D Experts' Validation for Content Validity of the Instruments 136

LIST OF PUBLICATIONS 138
A Publication 1 138
B Publication 2 139

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