



**KOLEJ UNIVERSITI TEKNOLOGI
TUN HUSSEIN ONN**

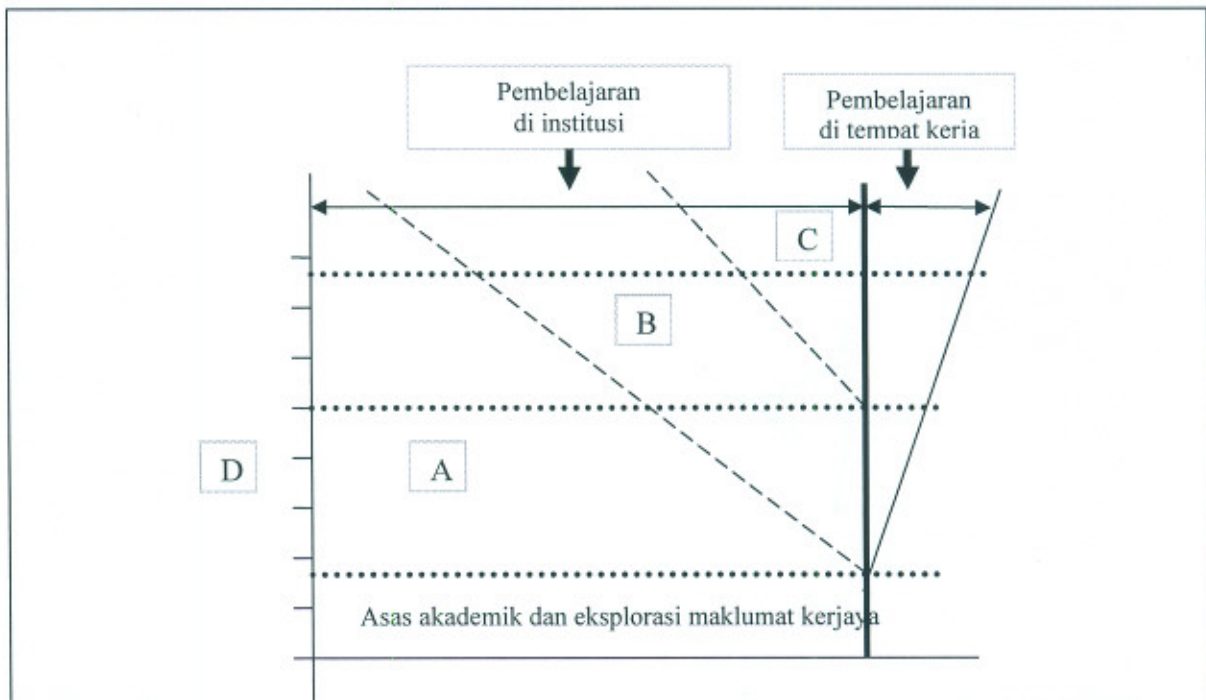
**PEPERIKSAAN AKHIR
SEMESTER I
SESI 2006/2007**

| | |
|----------------------|---|
| NAMA MATA PELAJARAN: | PEMBANGUNAN KURIKULUM DALAM PTV |
| KOD MATA PELAJARAN : | MBE 2253 |
| KURSUS : | SARJANA PENDIDIKAN TEKNIK DAN VOKASIONAL |
| TARIKH : | NOVEMBER 2006 |
| JANGKAMASA : | 2 JAM 30 MINIT |
| ARAHAN : | JAWAB SEMUA SOALAN DARI BAHAGIAN A DAN DUA SOALAN DARI BAHAGIAN B |

KERTAS SOALAN INI MENGANDUNGI TUJUH MUKA SURAT

BAHAGIAN A

- S1 (a) Apakah yang dimaksudkan dengan Proses Delphi? (4 markah)
- (b) Huraikan pelaksanaan Proses Delphi. (15 markah)
- (c) Apakah kelebihan dan kekurangan Proses Delphi dalam membangunkan kurikulum? (6 markah)
- S2 Rajah S2 di bawah merupakan salah satu dari model pembangunan kurikulum dalam Program Teknik dan Vokasional. Berdasarkan rajah tersebut sila jawab soalan di bawah.
- (a) Apakah nama model tersebut? (1 markah)
- (b) Namakan bahagian berlabel A, B dan C dan D. (4 markah)
- (c) Lakarkan semula model ini dalam kertas jawapan anda untuk menunjukkan tahap pendidikan Sistem Politeknik Malaysia. Bincangkan sejauhmana model ini berupaya menerangkan program pendidikan dan latihan peringkat politeknik di negara ini. (20 markah)



Rajah S2

BAHAGIAN B

- S3 (a) Senaraikan dimensi-dimensi yang perlu dipertimbangkan dalam merekabentuk kurikulum seperti yang dicadangkan oleh Ornstin dan Hunkins. (5 markah)
- (b) Berdasarkan petikan di bawah – “Why Schools Don’t Educate” oleh John Taylor Gatto, kenalpasti dengan memberi ulasan bagaimana aspek dimensi dalam rekabentuk kurikulum seperti yang dinyatakan dalam S3 (a), dapat membantu anda untuk memahami kritikan beliau terhadap amalan pendidikan semasa. (20 markah)

Diubahsuai dari ucapan John Taylor Gatto, penerima “New York City Teacher of the Year Award” pada 31 Januari 1990.

Why Schools Don’t Educate

I accept this award on behalf of all the fine teachers I've known over the years who've struggled to make their transactions with children honorable ones, men and women who are never complacent, always questioning, always wrestling to define and redefine endlessly what the word "education" should mean. A Teacher of the Year is not the best teacher around, those people are too quiet to be easily uncovered, but he is a standard-bearer, symbolic of these private people who spend their lives gladly in the service of children. This is their award as well as mine.

Our school crisis is a reflection of this greater social crisis. We seem to have lost our identity. Children and old people are penned up and locked away from the business of the world to a degree without precedent - nobody talks to them anymore and without children and old people mixing in daily life a community has no future and no past, only a continuous present. In fact, the name "community" hardly applies to the way we interact with each other. We live in networks, not communities, and everyone I know is lonely because of that. In some strange way school is a major actor in this tragedy just as it is a major actor in the widening guilt among social classes.

I've noticed a fascinating phenomenon in my twenty-five years of teaching - that schools and schooling are increasingly irrelevant to the great enterprises of the planet. No one believes anymore that scientists are trained in science classes or politicians in civics classes or poets in English classes. The truth is that schools don't really teach anything except how to obey orders. This is a great mystery to me because thousands of humane, caring people work in schools as teachers and aides and administrators but the abstract logic of the institution overwhelms their

individual contributions. Although teachers do care and do work very hard, the institution is psychopathic - it has no conscience. It rings a bell and the young man in the middle of writing a poem must close his notebook and move to different cell where he must memorize that man and monkeys derive from a common ancestor.

Here is another curiosity to think about. The homeschooling movement has quietly grown to a size where one and a half million young people are being educated entirely by their own parents. Last month the education press reported the amazing news that children schooled at home seem to be five or even ten years ahead of their formally trained peers in their ability to think.

I don't think we'll get rid of schools anytime soon, certainly not in my lifetime, but if we're going to change what is rapidly becoming a disaster of ignorance, we need to realize that the school institution "schools" very well, but it does not "educate" - that's inherent in the design of the thing. It's not the fault of bad teachers or too little money spent, it's just impossible for education and schooling ever to be the same thing.

Schools were designed to be instruments of the scientific management of a mass population. Schools are intended to produce through the application of formulae, formulaic human beings whose behavior can be predicted and controlled.

To a very great extent, schools succeed in doing this. But our society is disintegrating, and in such a society, the only successful people are self-reliant, confident, and individualistic - because the community life which protects the dependent and the weak is dead. The products of schooling are, as I've said, irrelevant. Well-schooled people are irrelevant. They can sell film and razor blades, push paper and talk on the telephones, or sit mindlessly before a flickering computer terminal but as human beings they are useless. Useless to others and useless to themselves.

Two institutions at present control our children's lives - television and schooling, in that order. Both of these reduce the real world of wisdom, fortitude, temperance, and justice to a never-ending, non-stopping abstraction. In centuries past the time of a child and adolescent would be occupied in real work, real charity, real adventures, and the realistic search for mentors who might teach what you really wanted to learn. A great deal of time was spent in community pursuits, practicing affection, meeting and studying every level of the community, learning how to make a home, and dozens of other tasks necessary to become a whole man or woman.

But here is the calculus of time the children I teach must deal with:

Out of the 168 hours in each week, my children sleep 56. That leaves them 112 hours a week out of which to fashion a self.

My children watch 55 hours of television a week according to recent reports. That leaves them 57 hours a week in which to grow up.

My children attend school 30 hours a week, use about 6 hours getting ready, going and coming home, and spend an average of 7 hours a week in homework - a total of 45 hours. During that time, they are under constant surveillance, have no private time or private space, and are disciplined if they try to assert individuality in the use of time or space. That leaves 12 hours a week out of which to create a unique consciousness. Of course, my kids eat, and that takes some time - not much, because they've lost the tradition of family dining, but if we allot 3 hours a week to evening meals, we arrive at a net amount of private time for each child of 9 hours.

It's not enough. It's not enough, is it? The richer the kid, or course, the less television he watches but the rich kid's time is just as narrowly proscribed by a somewhat broader catalog of commercial entertainments and his inevitable assignment to a series of private lessons in areas seldom of his actual choice.

And these things are oddly enough just a more cosmetic way to create dependent human beings, unable to fill their own hours, unable to initiate lines of meaning to give substance and pleasure to their existence. It's a national disease, this dependency and aimlessness, and I think schooling and television and lessons - the entire Chautauqua idea - has a lot to do with it.

I want to tell you what the effect is on children of taking all their time from them - time they need to grow up - and forcing them to spend it on abstractions. You need to hear this, because no reform that doesn't attack these specific pathologies will be anything more than a facade.

Family is the main engine of education. If we use schooling to break children away from parents, we're going to continue to have the horror show we have right now. The curriculum of family is at the heart of any good life, we've gotten away from that curriculum, time to return to it. The way to sanity in education is for our schools to take the lead in releasing the stranglehold of institutions on family life, to promote during school time confluences of parent and child that will strengthen family bonds. Experts in education have never been right, their "solutions" are expensive, self-serving, and always involve further centralization. Enough. Time for a return to Democracy, Individuality, and family. I've said my piece. Thank you.

- S4 (a) Jelaskan maksud 'Double Deduction Incentive for Training' dan 'Human Resource Development Fund' di Malaysia (10 markah)
- (b) Pada pendapat anda adakah kedua-dua program tersebut berjaya mencapai matlamatnya? Bincangkan. (15 markah)
- S5 (a) Takrifkan hasil pembelajaran (3 markah)
- (b) Senaraikan lima faedah menulis hasil pembelajaran dalam merekabentuk kurikulum. (10 markah)
- (c) Sediakan satu dokumen rancangan kurikulum bagi satu mata pelajaran yang ditawarkan pada peringkat sijil atau diploma di politeknik, dokumen tersebut perlu mengandungi komponen berikut;
- i. Nama matapelajaran:
 - ii. Tujuan matapelajaran:
 - iii. Pemetaan matapelajaran:
 - iv. Objektif pengajaran:
 - v. Hasil pembelajaran:
 - vi. Kaedah penilaian:
- (12 markah)
- S6 (a) Apakah yang anda faham dengan pembelajaran sendiri (Self-paced learning)? (3 markah)
- (b) Senaraikan lima kriteria asas bagi sebuah modul lengkap program pendidikan dan latihan teknikal. (10 markah)
- (c) Senaraikan prosedur-prosedur yang perlu ada untuk tugas merekabentuk sebuah modul kompetensi bagi Program Pendidikan dan Latihan Teknikal? (12 markah)

- S7 (a) Apakah yang dimaksudkan Pendidikan dan Latihan Teknikal berasaskan kompetensi? (3 markah)
- (b) i) Senaraikan lima kumpulan sasaran yang bakal bermanfaat dari ketepatan penulisan spesifikasi pekerjaan dalam program latihan teknikal? (5 markah)
- ii) Jelaskan bagaimana ketepatan penulisan spesifikasi pekerjaan berfaedah kepada lima kumpulan sasaran yang anda namakan di atas. (5 markah)
- (c) Jelaskan kelebihan menawarkan program pendidikan dan latihan teknikal berasaskan spesifikasi duti pekerjaan berbanding program latihan keseluruhan. (12 markah)