

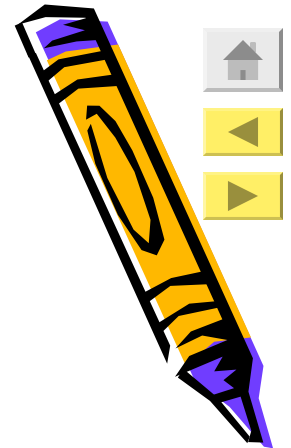


Kuliah 01 : Pengenalan TPI

1. Teknologi dalam Pendidikan Islam & SMPI
2. Konsep Teknologi Pengajaran
3. Penggunaan Teknologi dalam Pendidikan
4. Integrasi ICT dalam Pendidikan Islam
5. Ide Praktis | Rujukan



Teknologi dlm Pendidikan Islam



1. Pelajar SMPI adalah "Pakar bidang" (*Content Expert*):
 - Subjek Pendidikan Islam, Pendidikan Al Quran, Bahasa Arab
2. Aplikasi domain pembelajaran para pelajar dlm Program SMPI:
 - Falsafah Pendidikan
 - Kaedah Pengajaran/Pedagogi
 - Psikologi Pembelajaran
 - Sosiologi Pendidikan
 - Pengukuran dan Penilaian dlm Pendidikan, dll

Pelajar SMPI perlu menggunakan falsafah, teori dan pengetahuan yg telah dipelajari di dlm prgram SMPI(4 tahun)

3. Aplikasi Teknologi dalam Pendidikan Islam
 - Teknologi Pengajaran: Teori dan Model
 - Integrasi ICT dalam Pendidikan Islam
 - Teori & praktis
 - Aplikasi praktis dalam subjek Pendidikan Islam di sekolah



Orientasi Kelas Tekno Pendidikan Islam



Kuliah

organized knowledge to practical task...
... pedagogical method ... active in two ways

Aplikasi Teknologi dalam Pendidikan Islam

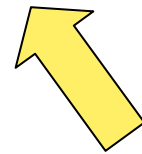
a tool for a purpose... the action of apply.. the result



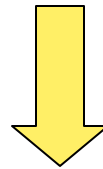


1. Konsep Teknologi

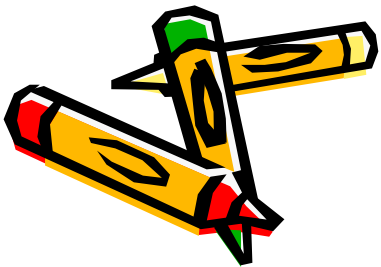
2. Konsep Pengajaran



**KONSEP
TEKNOLOGI
PENGAJARAN**



3. Konsep Teknologi Pengajaran



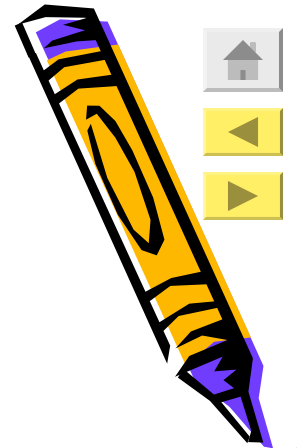
1. Konsep Teknologi

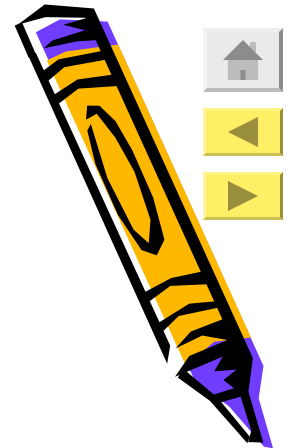
Galbraith (1967):

"... the systematic application of scientific knowledge and other organized knowledge to practical tasks."

Evans dan Nation (2000):

"Technology is not a tool - it is an art or science of how to use a tool for a purpose."





2. Konsep Pengajaran

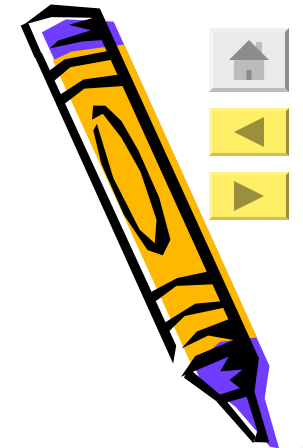
Ramsden 1993; Trigwel, Prosser, & Lyons 1997:

“Proses bekerja bersama pelajar untuk membantu mereka berkebolehan dan berkemungkinan untuk belajar.”

Ramsden (1988):

“Belajar atau pembelajaran di sekolah seharusnya merupakan satu pergerakan ke arah pembentukan insan yang berupaya menyelesaikan persoalan yang kompleks, mengiktiraf kuasa dan keelokan konsep-konsep sesuatu bidang pelajar, dan menggunakan ilmu yang dipelajari di dalam kelas dalam menyelesaikan masalah di luar kelas.”





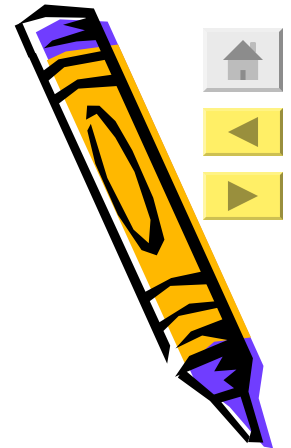
Pullias dan Young (1968):

“Pengajaran itu keseluruhannya merupakan cara membimbing murid untuk memperoleh sejumlah pengalaman yang cukup bermutu hingga mampu sejauh mungkin menolong pembinaan kemungkinan-kemungkinan sebagai manusia” .

Oakeshott berkata:

“Nobody is born a human being. A human being is the inhabitant of a world composed not of things, but of meaning”





3. Konsep Teknologi Pengajaran

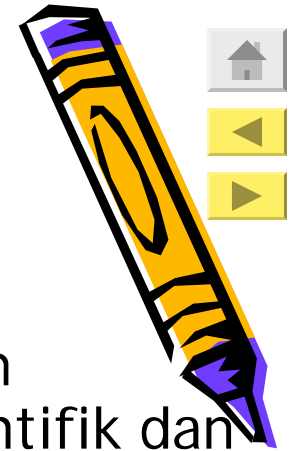
Secara Umum:

Teknologi pengajaran adalah satu bidang yang berusaha ke arah meningkatkan kualiti atau keberkesanan pengajaran dan pembelajaran” .

Seels & Reechy (1994):

“Instructional technology is the theory and practice of designing, development, utilization, management and evaluation of processes and resources for learning” .



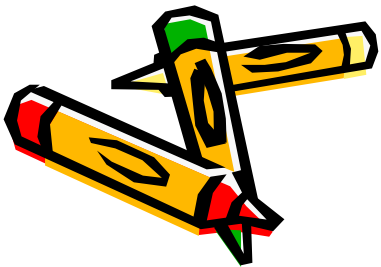


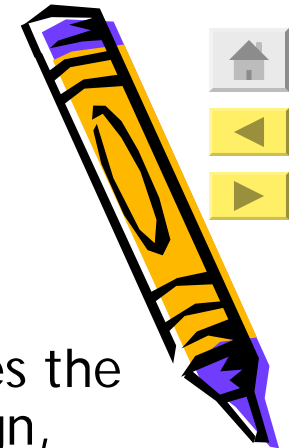
Persatuan Teknologi Pendidikan Malaysia (1988):

"Teknologi pendidikan ialah proses yang kompleks dalam menganalisis keperluan pendidikan secara sistematik, saintifik dan rasional bertujuan untuk mereka bentuk dan mengaplikasikannya secara sepadu idea, tenaga sumber bahan, kaedah dan tatacara untuk mempertingkatkan keberkesanan proses pengajaran dan pembelajaran."

Bhg Teknologi Pendidikan, KPM (1991):

"Teknologi pendidikan ialah aplikasi media, sistem, pendekatan dan teknik-teknik ke arah pencapaian pengajaran dan pembelajaran yang berkesan."





Reiser (2001):

“The field of instructional design and technology encompasses the analysis of learning and performance problems, and the design, development, implementation, evaluation and management of instructional and non-instructional processes and resources intended to improve learning and performance in a variety of settings, particularly educational institutions and the workplace.

Professionals in the field of instructional design and technology often use systemic instructional design procedures and employ a variety of instructional media to accomplish their goals. Moreover, in recent years, they have paid increasing attention to non-instructional solutions to some performance problems. Research and theory related to each of the aforementioned areas is also an important part of the field” .



Rumusan



- **Konsep Teknologi:**
Ia bukan alat semata2 ttp merangkumi proses & idea dlm merancang melibatkan teori, pendekatan, dan kaedah di mana alat sebagai pemangkin kejayaan (*Heinich, Molenda & Rusell, 1969*).

- **Konsep Pengajaran:**
Proses bekerja bersama pelajar utk mbantu mrk berkebolehan & berkemgkinan utk belajar. Ia mlibatkn usaha mencari & mengenalpasti mengenal pasti salah tafsiran thdp sesuatu yg diajar & ambil tindakan utk pastikan perubahan kefahaman serta mencipta konteks pembelajaran dengan galakkan penglibatan aktif pelajar dlm pembelajaran. (*Ramsden.1993; Trigwel, Prosser & Lyons, 1997*)

- **Pengajaran**
 1. sampaikan maklumat
 2. pindahkan maklumat
 3. dorong pembelajaran
 4. bina manusia lebih baik(Wan Zah Wan Ali, 2000):



Teknologi Pendidikan = Teknologi Pengajaran



(Bahagian Teknologi Pendidikan, KPM, 1991)

Aplikasi media, sistem, pendekatan & teknik2 ke arah pencapaian Pengajaran & Pembelajaran(P&P) yg berkesan.

Pengertian atau takrifan teknologi pendidikan memberi penekanan terhdp pengajaran & pembelajaran dimana ia berkaitan dengan empat(4) aspek iaitu:

- a. aspek perkakasan ialah peralatan berbentuk mesin yang digunakan oleh guru semasa menyampaikan sesuatu pengajaran.
- b. aspek perisian pula bahan yang digunakan bersama-sama dengan perkakasan apabila menyampaikan pengajaran.
- c. aspek penggunaan adalah segala pemikiran teknik, pendekatan dan kaedah yang diambil kira semasa membina bahan-bahan pengajaran dan pembelajaran.



- d. Pendekatan sistem berdasarkan penyelidikan dan dapatan kajian seperti psikologi, pedagogi, teori-teori pembelajaran dan teori-teori komunikasi supaya bahan yang dibina sistematik dan saintifik

Teknologi Pendidikan = Teknologi Pengajaran



Konsep Teknologi Pengajaran:

- *'Instructional technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning'* (Seels dan Richey, 1994, p.1)
- **(Seels dan Richey, 1994)**
Teknologi Instruksional meliputi teori dan amalan reka bentuk, pengembangan, penggunaan, pengurusan dan penilaian proses dan sumber untuk pembelajaran.
- **(Reiser, 2001)**
Teknologi pengajaran meliputi tiga sub-bidang utama iaitu media pengajaran, rekabentuk pengajaran dan teknologi prestasi (*performance technology*)



2. Technology Use In Education



We can categorize technology use in education into the following four broad areas:

1. Enhance Professional Productivity
2. Computer Literacy: students learn about computers
3. Computer Assisted Instruction (CAI): students learn from computers
4. Cognitive Tools: students learn with computers



Technology Use In Education



We can categorize technology use in education into the following four broad areas:

- **Enhance Professional Productivity**
 - Administrative (e.g. student records, class scheduling, budget)
 - Library cataloguing and circulation
 - Improved communication (email, word processing)
 - Teacher tools (computerized gradebooks, test/worksheet generators, templates)
- **Computer Literacy: students learn about computers**
 - Name hardware components and their functions
 - Able to use application programs (e.g. word processor)
 - Computer programming
- **Computer Assisted Instruction (CAI): students learn from computers**
 - Tutorials
 - Drill & practice
 - Games
 - Based on behaviourism, reinforcement
- **Cognitive Tools: students learn with computers**
 - Computer-based tools and learning environments which serve as extensions of the mind (e.g. databases, spreadsheets, semantic networks, computer conferencing, hypermedia construction, microworld environments)
 - Learner enters intellectual partnership with computer, accesses and interprets information, organizes personal knowledge
 - Facilitates critical thinking, higher-order learning
 - Also known as [Mindtools](#)

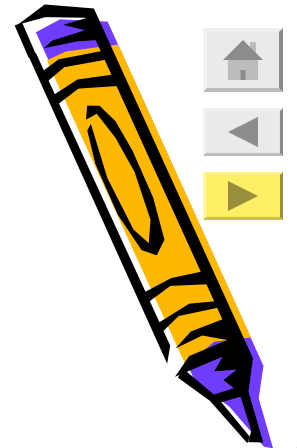


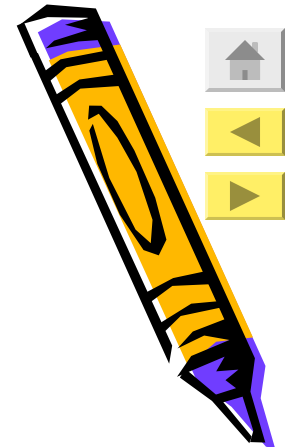
3. Integrasi ICT dalam Pendidikan Islam

4 Area of application:

1. Enhance Professional Productivity
2. Computer Literacy: students learn about computers
3. Computer Assisted Instruction (CAI): students learn from computers
4. Cognitive Tools: students learn with computers

“we should be choosing the media or medium that we use to communicate our message for the maximum advantage of our learners”

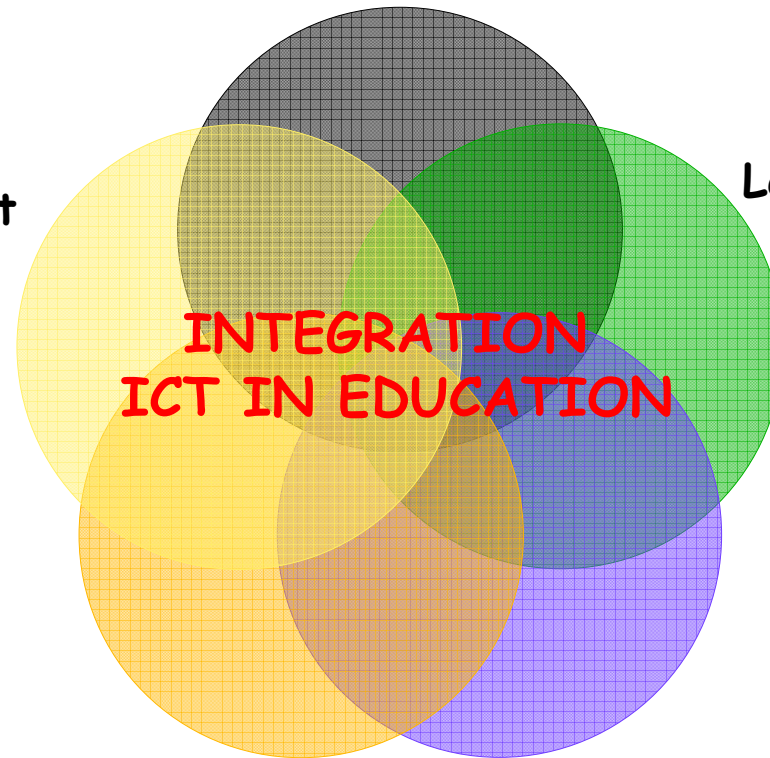




Students

School Environment

Learning Environments
Attributes

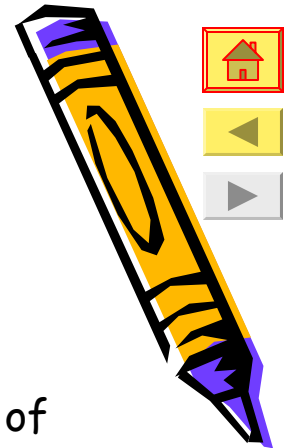


School ICT Capacity

Teacher Professional ICT Attributes



Integrasi ICT dalam Pendidikan Islam



01. Students

Through the use of ICT students develop an appropriate level of capability, become more engaged with their own learning, and achieve learning outcomes across the curriculum at a higher level.

02. Learning Environments Attributes

ICT is used to support pedagogical practices that provide learning environments that are more Learner-centred, Knowledge-centred, Assessment-centred, and Community-centred.

03. Teacher Professional ICT Attributes

The teacher exploits the characteristics of ICT to support the learning of students by, effectively integrating their use, wherever appropriate, into constructivist learning environments, and contributing to relevant learning communities.

04. School ICT Capacity

The school provides ICT capacity to ensure that all teachers and students have immediate access to all software that is required to support the curriculum and adequate support to implement its use.

05. School Environment

That school environment is supportive of teachers and students use of ICT built on a shared, community-based vision that prepares students to learn, work and live successfully in a knowledge-based, global society.



Ide Praktis

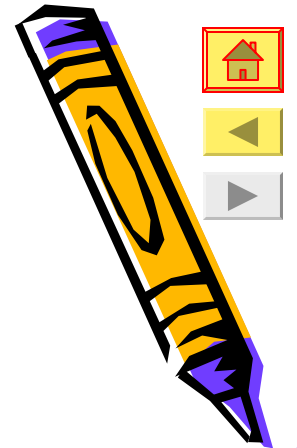


1. Huraikan konsep dan intipati Teknologi Pengajaran
2. Berbantuan kemudahan internet, sila kemukakan contoh-contoh yang anda fahami tentang Penggunaan Teknologi dalam konteks Pendidikan berdasarkan 4 bidang yang dikemukakan iaitu:
 1. *Enhance Professional Productivity*
 2. *Computer Literacy: students learn about computers*
 3. *Computer Assisted Instruction (CAI): students learn from computers*
 4. *Cognitive Tools: students learn with computers*
3. Integrasi Teknologi dalam Pendidikan Islam. Bincangkan.



Idea Refleksi

- Penggunaan kemahiran "Internet Search"
 - Enjin penggelintar
- Dictionary
- Wikipedia
- Modus Operandi Perbincangan Kumpulan
 - Refleks dan kemaskini orientasi gerakkerja kumpulan
 - Pemahaman kumpulan dan konklusi



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