

Kajian ini dijalankan untuk meningkatkan kefahaman tentang kajian tindakan pendidikan dalam bidang pendidikan guru melalui pengalaman menjalankan kajian tindakan ke atas amalan sendiri. Tujuannya adalah untuk mengatasi variasi dan pelbagai kefahaman tentang kajian tindakan pendidikan dengan menggunakan pendekatan berasaskan satu daripada model kajian tindakan pendidikan. Tumpuan kajian adalah terhadap proses-proses dan ciri-ciri kajian tindakan semasa perancangan dan pelaksanaan kajian tindakan. Kajian ini melibatkan juga sekumpulan guru pelatih sebuah maktab perguruan di Sarawak.

Kajian ini menggunakan pendekatan kajian renungan sendiri secara kolektif ke atas kajian tindakan berpandukan Model Kajian Tindakan Kemmis (1981, 1988). Proses-proses kajian tindakan melibatkan fasa pra kajian tindakan iaitu peringkat *reconnaissance* dan fasa pelaksanaan kajian tindakan yang merangkumi peringkat merancang, melaksana, memantau dan refleksi. Strategi pelaksanaan kajian tindakan penyelidik melibatkan aktiviti pemahaman situasi sekolah/kelas serta penglibatan dalam kajian tindakan itu sendiri sebagai fasilitator kajian tindakan kolaborator untuk memahami kajian tindakan. Strategi pelaksanaan tindakan adalah untuk melihat peranan penyelidik dalam kajian tindakan penyelidik dan kolaborator. Teknik kajian ini merangkumi penggunaan diari kajian, alat metakognitif grafik serta soalan reflektif *reflection-on-action* dan *reflection for action* dalam temubual dan perbincangan reflektif (Pultrak, 1993) dengan kolaborator dan rakan kritikal (Costa & Kallick, 1993). Pendekatan reflektif jenis renungan sendiri secara kolektif adalah untuk mengatasi pelbagai dan variasi kefahaman tentang kajian tindakan yang wujud disebabkan oleh kurang penglibatan pendidik guru mengkaji amalan sendiri. Penggunaan *participant observation* dan analisis dokumen digunakan dalam kajian ini. Data kajian ditriangulasi berdasarkan pelbagai metod dan kolaborator. Analisis kandungan dilakukan berdasarkan tema, susunan peringkat (proses), persamaan dan perbezaan ayat/perkataan dan hasil grafik.

Kajian ini mendapati pengalaman menjalankan kajian ke atas amalan sendiri mengubah kefahaman penyelidik tentang kajian tindakan penyelidik sendiri serta kajian kolaborator. Pendekatan model kajian tindakan Kemmis (1981, 1988) menambah kefahaman penyelidik tentang jenis pendekatan, konsep-konsep, proses dan peringkat kajian tindakan seperti *reconnaissance* serta jenis dan peranan fasilitator dalam kajian tindakan. Kajian tindakan jenis renungan sendiri secara kolektif adalah metod yang sesuai serta berupaya membolehkan pengamal kajian tindakan di kalangan pendidik guru memahami kajian tindakan sendiri serta pelanggannya serta mengatasi variasi dan kepelbagaian interpretasi tentang kajian tindakan pendidikan.

ABSTRACT

This study was conducted to increase the understanding of educational action research in teacher education through the experience of conducting such research on own practice. The purpose of the study was to address the variation and multiple conception in teacher education regarding educational action research by using one of the educational action research models. To accomplish this, the processes and characteristics of action research in planning and implementing action research were focused. This study involved the researcher and a group of teacher trainees' at one of the teacher trainee colleges in Sarawak.

The approach of collective "self-reflective" inquiry proposed by Kemmis (1981, 1988) in his Educational Action Research Model was used as a guidance in planning and implementing this study. The processes in action research comprising pre implementation and implementation stages, that is, reconnaissance, plan, act, monitor and reflection were used. The strategies involved were an activity in understanding the relationship between research and school/class situation; and researcher's participation in action research of collaborators in order to understand action research process among collaborators. These strategies were attempts made to study the researcher's role in the researcher's and collaborators' action research. Diaries, meta cognitive tools, reflective questions based on "reflection-on-action" and "reflection for action" characteristics through reflective interview and discussion (conferencing) (Pultorak, 1993) with collaborators and critical friends (Costa & Kallick, 1993) were techniques used in this study. Collective "self-reflective" inquiry is used to address the variation and multiple conception of educational action research in teacher education. Other techniques used were participant observation and document analysis. Triangulation of data using various methods and collaborators were used to promote trustworthiness. Content analysis was based on themes in relation to action research steps (processes), similarities and differences of words. Sentences and graphics produced.

The researcher concluded that being involved in researching own practice in action research changes the researcher's understanding of researcher's and collaborators' research. The collective "self-reflective" inquiry and Kemmis's (1981, 1988) educational action research model enabled the researcher to further understand the different types of approaches in action research, the types, concepts, process and the steps of action research; and the different types of role in facilitating educational action research. Collective "self-reflective" inquiry is a suitable and able methodology that can assist action researcher among teacher educator in understanding and learning about action research especially that conducted by the researcher and/or his/her client. It helps in addressing the variation and multiple conception regarding educational action research in teacher education.