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Modes of Facilitator Skills for Group Learning Among Design and Technology Teachers in Secondary Schools

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ABSTRACTS

The purpose of this study was to verify the constructs of facilitator skill for a group learning in Design and Technology subjects in secondary schools. The method used descriptive quantitative method. This study covers several tests such as content validity, construct validity, pilot studies and internal reliability test. Sample value that involved in this study was 273. The instrument is based on Heron's Model (2006) which involves constructs and elements in facilitator skills. The results show that the high mode of facilitation is the hierarchical mode with mean value 4.32. Followed by cooperative (4.14) and autonomous mode (3.96). This is because the facilitator still determines the objectives, learning process, interprets and gives meaning, provide structure and take full responsibility for the decisions making in learning process.

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1. INTRODUCTION

The purpose of this study was to verify the constructs of facilitator skill for a group learning in Design and Technology subjects in secondary schools. Group learning is one of the successful pedagogical techniques that have a positive impact on the lesson outcomes (Adam & Hamdan, 2017). Effectiveness of the group learning is based on the skills and level of motivation facilitator (Edmunds & Brown, 2010). Besides, facilitators play a role in encourage students' cognitive skills and self-directed as well as collaborative learning (Mohamad, 2014). Facilitators faced a problem to change the concept of teaching from conventional methods to group learning (Othman & Osman, 2014). Therefore, teachers are unable to differentiate between teaching and facilitating in context of group learning thus effected to the gap between teachers and students (Jagtap, 2015). Teachers lack of experience in the role of facilitators where is teachers feel they lack of support and encouragement from administrators while performing the tasks (Keong *et al.*, 2018). However, there is no study about teacher facilitator skills expertise in group learning and specific skills to aid an effective group learning process.

Therefore, emphasis is needed to helping students acquire the appropriate skills needs by effective group learning with a facilitator. The method used descriptive quantitative method. The main novelties in this study are (1) guidelines for facilitator in handling group learning and (2) instruments that can measure the mode of facilitation.

2. METHODS

The design of this study was quantitative. This study covers several tests such as content validity, construct validity, pilot studies and internal reliability test. The population for this study consists of teachers in secondary schools that teach the subjects of Design and Technology throughout the state of Johor with a total 1367. Sample value that involved in this study was 273. The instrument is based on Heron's Model (2006) which involves constructs and elements in facilitator skills. This analysis uses Statistical Package for the Social Sciences (SPSS version 22) software to generate values.

3. RESULTS AND DISCUSSION

3.1. Mode of facilitation skills

There are six dimensions in facilitation which is planning (a), meaning (b), confronting (c), feeling (d), structuring (e) and valuing (f) (Aguirre *et al.*, 2017). **Table 1** shows the mean values for each mode of facilitations. The high mode of facilitation is the hierarchical mode with mean value 4.32. Followed by cooperative (4.14) and autonomous mode (3.96).

The modes of facilitation are closely related to the leadership style used by the facilitator in learning process. These findings show that respondent in this study use the hierarchical mode in their learning process (Ellinger *et al.*, 1999). The highest item in hierarchical mode was the first item with a mean value 4.61. The item was "*while facilitating group learning, I already set the learning objectives*". The lowest item with mean value (4.02) was item F65 that is "*while facilitating group learning, I set the results to be agreed upon by all students in the group*".

Table 1. Mode descriptive analysis.

	N	Mean	Std. Deviation
Hierarchical	271	4.3173	.46105
Cooperative	271	4.1438	.48558
Autonomouse	271	3.9556	.53321

Next, the cooperative mode where the facilitator shares opinion and works with students in the learning process to making a final decision. The highest item in this cooperative mode was item C30 with a mean value 4.47. the item was “*while facilitating group learning, I was encouraging students to ask a questions in order to understand the topic of learning*”. The lowest item was item B12 with mean value (3.80) that is “*while facilitating group learning, I ask a student to select some group activities that are appropriate to the lesson*”.

Lastly, the autonomous mode where the facilitator does not do anything for students. Facilitator gives the students freedom to find solutions in their own way.

4. CONCLUSION

The findings of the study indicate that mode of facilitation styles among Design and Technology teacher was hierarchical mode. The facilitator determines the objectives, learning process, interprets and gives meaning, provide structure and take full responsibility for the decisions making in learning process.

5. ACKNOWLEDGEMENTS

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5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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