

DOMINANT PRACTISE OF VOCATIONAL PEDAGOGICAL DECISION (THEORY BASED) USED BY MALAYSIAN AND INDONESIAN ENGINEERING TVET TEACHERS

Jailani Md Yunos, Fahmi, Marina Ibrahim, Maizam Alias, Lee Ming Foong, Tee Tze Kiong, Siti Nur Kamariah Rubani, Hashima Hamid, Faizal Amin Nur Yunus, Junita Sulaiman, Sri Sumarwati
Department of Technical and Vocational Education, Universiti Tun Hussein Onn Malaysia, 86400 Batu Pahat Johor
Email: jailani@uthm.edu.my

ABSTRACT

This study was conducted to generate empirical evidence for dominant practice of vocational pedagogical decision based on theory for engineering TVET teachers between Malaysia and Indonesia. This study involves quantitative method that involved data collection through the newly developed instrument of teaching and learning strategies. A survey technique was used as the major method with the instrument on 183 teachers from Malaysia-Indonesia vocational institutions. The results have shown that there were similarities and differences of the method used by the teachers. There are several dominant practice used by Malaysian and Indonesian respectively. In conclusion, Vocational Pedagogy plays a crucial role in this context, and this is why the teaching and learning is very important in educating young Malaysian and Indonesian to become successful technical and vocational trainers, instructors and teachers.

Keywords: *Vocational pedagogy, teaching and learning method, TVET teachers.*

1 INTRODUCTION

Most countries in Southeast Asia are now positioning technical and vocational education and training (TVET) in the mainstream of education system thus becoming a priority in their education agenda to support the socio-economic development of the nation (SEAMEO VOCTECH 2012). TVET teachers and instructors are still the pressing issue due to a lack of quality and quantity in most countries. Most TVET teachers are recruited from fresh graduates of vocational and technical colleges and universities, thus lacking industrial experiences. All over the world education plays an increasingly important role for economic success. In the context of a quickly growing population, it is of utmost importance for the Malaysia and Indonesia to provide a comprehensive and up-to-date technical education for its citizens. Vocational Pedagogy plays a crucial role in this context, and this is why the Technical and Vocational Trainers Provider is very important in educating young Malaysian and Indonesian to become successful technical and vocational trainers, instructors and teachers.

Technical and vocational education and training (TVET) is widely seen as having a key role in promoting both economic and socio-economic growth, increasing productivity, empowering citizens and alleviating poverty. Yet the quality of TVET in terms of learner outcomes and teaching inputs is variable. In some countries this unhelpful inconsistency is being addressed through the use of accountability regimes to validate the quality of provision, in others through increased professionalization and training of the TVET workforce. According to Lucas and Claxton (2013), vocational pedagogy is the science, art, and craft of teaching that prepares people for working lives. It is critically shaped by the decisions that are taken by teachers – both high-level strategies, and day-to-day ‘in-the-

moment' ones – and the values that inform all interactions with students. Pedagogy is necessarily concerned with the particular practices and processes by which knowledge is produced, skills are developed and habits of mind are cultivated.

However, do the TVET teachers really mastery the vocational pedagogy in order to create the best learning environment for our students specialize in Technical and Vocational Education to ensure that the students are being well trained to compete in the workplace of today? A lot of TVET teachers may practicing teaching methods but is not yet pedagogy. Being clearer about what vocational pedagogy is matters because it forces peoples to think about the wider goals of vocational education and thus to improve its status. It helps peoples to understand that vocational education is worthy of serious study. Once grasped more comprehensively, vocational pedagogy enables to develop models and tools which can help VET teachers more effectively to match teaching and learning methods to the needs of their students and their contexts. Through such means vocational pedagogy can directly impact on the quality of teaching and learning s (Scheerens and Bosker, 1997; Hopkins, 2005; Lee and Williams, 2006; Harris and Chrispeels, 2006). There's a need to establish a new instrument by using new terminology but still using old practices in vocational pedagogy to improve the status and quality of TVET which requires a paragon of virtue, knowledge and skill. Therefore, the study should generate the empirical evidence for dominant practice of vocational pedagogical decision based on theory for engineering TVET teachers between Malaysia and Indonesia.

1.1 Purpose of study

The purposes of this study are to identify the vocational pedagogical decisions among engineering TVET teachers between Malaysia and Indonesia.

1.2 Objective

1. To identify the dominant practice of vocational pedagogical decision based on theory for engineering TVET teachers between Malaysia and Indonesia.
2. To identify the gap and similarities of vocational pedagogical decision based on theory for engineering TVET teachers between Malaysia and Indonesia

2 RESEARCH METHODOLOGY

This study involves quantitative method that involved data collection through the newly developed instrument of vocational pedagogical decision practice. However, this paper intended to focus and explain the gap and similarities of teaching and learning methods used by engineering TVET teachers between Malaysia and Indonesia with the aid of computer application software, WINSTEPS version 3.72.3. All the data were collected and analyzed to answer the objectives of the research regarding the vocational pedagogy framework development. This research started with the analysis of quantitative survey data.

2.1 Population and sampling

The focus of this research was on the pedagogical decision practice that used by the Malaysia- Indonesia engineering tvet teachers. The data were collected at the Vocational College in Malaysia and also collected at the TVET Higher Learning Institution in Indonesia. Research population of this survey came from the engineering TVET teachers form both Malaysia and Indonesia and random sampling was used in order to get the sample of the survey.

2.2 Research Instrument

Instrument for this research was a combination of literature review. A questionnaire was used in order to obtain the desire data. Section A in the questionnaire consisted of demographic data and basic information of respondents. It consisted of item such as gender, age and education level, service duration and courses. Section B contained questions relating to teaching and learning methods that includes 28 items and section C contains 11 items of pedagogical decisions. However, this study will discuss on the Section C results and findings.

3 RESULTS AND FINDINGS

The findings discussed are based on the data of the vocational pedagogical decisions items that were constructed after the face and content validity verifications by relevant experts. Data that had been collected were analyzed in the context of vocational pedagogical decisions and descriptive statistical analysis including frequency and percentage were used to analyzed and interpret the finding in this research. An explanation of the frequencies and percentage was based on the interpretation of the Likert Scale in the research instrument. Level of agreement was used to measure the perception form Never to Always also includes Not applicable.

4 VOCATIONAL PEDAGOGICAL DECISIONS PRACTICE BETWEEN MALAYSIA AND INDONESIA

4.1 Comparison of Pedagogical Decisions (Theory)

Based on the analysis outcomes, it shows that there were same components that have the highest value of percentage between Malaysian and Indonesian which is High for Malaysian engineering teachers (95%), while Indonesian engineering teachers is (96.5%). Meanwhile, the lowest approaches used by Malaysian engineering teachers are Field (3.9%) while the lowest approach used by Indonesian engineering teachers is Hidden (3.5%). However, there are several approaches that are used by both countries such as Group and Individual as well as High and Hidden.

Table 1: Comparison of Vocational Pedagogical Decision (theory) between Malaysian and Indonesian Engineering Teachers.

MALAYSIA		
FACILITATIVE	45	55
AUTHENTIC	75	25
PRACTICE	54	46
QUESTIONING	73	27
EXTENDED	17	83
MORE	52	48
GROUP	41	59
HIGH	95	5
VIRTUAL	12	88
SELF MANAGING	COUNSELING	DIRECTED
18	60	23
WORKSHOP	FIELD	CLASSROOM
39.6	3.9	57

INDONESIA			
FACILITATIVE	72.5	27.5	DIDACTIC
AUTHENTIC	88	12	CONTRIVED
PRACTICE	39	61	THEORY
QUESTIONING	88	12	CERTAIN
EXTENDED	11	89	BELL BOUND
MORE	29	71	LIMITED
GROUP	37.5	62.5	INDIVIDUAL
HIGH	96.5	3.5	HIDDEN
VIRTUAL	24	76	FACE TO FACE
SELF MANAGING	COUNSELING		DIRECTED
34.5	28.5		37
WORKSHOP	FIELD		CLASSROOM
36.5	0		63.5

5 DISCUSSIONS

Based on the analysis, it shows the component of facilitative and didactic have significant differences which the value shown of percentage between Malaysian and Indonesian which is High for Malaysian and Indonesian engineering teachers. Meanwhile, the lowest approaches used by Malaysian engineering teachers are Field, while the lowest approach used by Indonesian engineering teachers is Hidden. However, there are several approaches that are used by both countries such as Group and Individual as well as High and Hidden.

Results show that facilitative value in Indonesia is higher than Malaysia and the value of didactic for Malaysia is higher than Indonesia. This mean that Indonesian engineering teacher implement the facilitative learning more than Malaysian engineering teachers. Indonesia engineering teacher tend to reflects and noted that everything the teacher does, as well as the manner in which they do it, incites the students to respond in some way or another and each of it will be set on their attitudes (Abu Bakar 2014). The teacher also behaves in a manner that conveys positive regards of students and high expectation for student's achievement. Consequently, in this facilitative learning, the process of active learning will take place and the teacher is the facilitator and the students are invited to learn (Schwab, 2015). This mean that the students are encouraged to take more control of their learning process. Other than that, the facilitative learning is believed can promote the active and creative learning development of students which also includes both cognitive and affective student's development. Beside that, the strategy in teaching and learning in Indonesia more emphasis on communication methods because they believed that positive interaction with student's can keeps student actively engaged and at the same time to improve their confidents as the teachers is the one who guides, motivates them (Walkin, 2010). Facilitative learning is based on the premise that the more responsibility a student takes for their own learning, the more effective the training or education will be. However, there are also weaknesses in the use of this method which the pace of instruction of the teacher is based on the group rather than the individual learner and is a need for extra facilities to allow for group work which may involves a highly cost. So, in order to facilitate learning, teachers must be competent, possess self-esteem, hold authority within classroom and be flexible in the range and style of teaching methods.

Meanwhile, results also shown that Malaysia engineering teachers demonstrates the high value of the didactic method in teaching and learning in technical institutions. This method is a teacher centered method which it based on the assumption that the teacher is the primary agent in learning. So, the role of the teacher is to impart the results of experience, personal study and reflection of the students (Hassan, 2012). This is supported by Hamidah (2013), which stated that even the teacher was good in their teaching, the students themselves will affect the whole teaching and learning process because they prefer to choose to be passive, receptive, trusting and unquestioning than to be active in class. Although the lecturer remains a major method of teaching in adult and continuing education, and is still recognized as a useful teaching tool as it can provide a framework of ideas and theories but it needs to be

complemented by interaction and adult-oriented strategies due to attention span and lack of participation. This is supported by Enstwistle (2003), which is the didactic approach is viewed as the least effective as the teachers can become defensive whilst engaging in group work and weak in addressing high-level challenges from students. However, there are some advantages in the use of this didactic method such as the students are exposed to real language which there is factual acquisition from most of them. Other than that, when education is teacher-centered, the classroom remains orderly. Students are quiet, and retain full control of the classroom and its activities. The students also learn on their own because teachers will direct all to classroom activities, so they do not have to worry that students will miss an important topic.

Based on the results and explanation, the approaches have its own merits and usefulness in teaching and learning. The use of didactic approach should be limited and approaches that are student-centred such as process oriented should be encouraged particularly in teaching and learning process. However, some students maintain that teacher-centered education is the more effective strategy. In most cases, it is best for teachers to use a combination and balances of approaches to ensure that all student needs their met.

6 CONCLUSION

Radical pedagogies have challenged conventional classroom practice where the student is the recipient of new knowledge and the teacher is the knower. Teaching is no longer seen as imparting knowledge and doing things to the student, but is redefined as facilitation of self-directed learning. In an attempt to alter this position, the teacher can use problem-solving techniques and vicarious learning strategies to encourage students to articulate and theorize what they know already in relation to the meaning of their experiences and their interpretation. The findings are expected to contribute to the preparation of TVET teachers, and educators. Additionally, it also can identify the vocational pedagogical decision practice used by Malaysian and Indonesian TVET Teachers and can help to improve the status and quality of TVET. The findings can be also being used to recommend the best vocational pedagogical decision practice for both countries Malaysia-Indonesia because to be a great TVET teacher requires a paragon of virtue, knowledge and skill. It is arguably an even more challenging role than being a general education teacher in schools because its contexts are more varied. It requires expertise in both a vocational field and in vocational pedagogy. And this combination, in turn, requires TVET teachers to have a confident and expansive view of the full range of outcomes which their teaching can release from their students.

- Bakar, A. (2014). Application of Communication Skills (CS) Among Lecturer on Vocational Teaching and Learning in Vocational College Zone Johor, Malaysia. *International Journal of Vocational Education and Training Research*, 1(4), 55–61. <http://doi.org/10.11648/j.ijvetr.20150104.11>
- Entwistle, W.J. (2003). 2nd Edition. Edinburgh: Scottish Academic Press. pp 3-22.
- Lee, K. & Williams, S. (2006). Green Skills in Vocational Teacher Education – a model of pedagogical competence for a world of sustainable development. *TVET@Asia*, (6), 1–19. <http://doi.org/10.1002/ISSN>
- Hashim, H. (2013). Assessing 21st century skills: A guide to evaluating mastery and authentic learning. *Assessing 21st Century Skills: A Guide to Evaluating Mastery and Authentic Learning*. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc9&NEWS=N&AN=2012-21206-000>
- Harris, M. & Chrispeels, L. (2006). Teachers' Content Knowledge and Pedagogical Content Knowledge: The Role of Structural Differences in Teacher Education. *Journal of Teacher Education*, 64(1), 90–106. <http://doi.org/10.1177/0022487112460398>
- Hassan, M. (2012). Professional competence of technical teachers : A factor analysis of the training needs of technical college teachers, 2(1), 22–26.
- Hopkins, R. (2005). What Students Need, and What Teacher Did: The Impact of Teacher's Teaching Approaches to the Development of Students' Generic Competences. *Procedia - Social and Behavioral Sciences*, 204(November 2014), 36–44. <http://doi.org/10.1016/j.sbspro.2015.08.107>
- Lucas, M. & Claxton (2013). Approaches to the idea of the 'good teacher' in vocational education and training. Proceedings of the AARE International Education Research Conference. <http://www.aare.edu.au/04pap/pal04534.pdf>.
- Brown, B.L. (2012). *Clearinghouse on Adult, Career, and Vocational Education*. Learning Styles and Vocational Education Practice.
- Scheerens, W. & Bosker, (1997). The meanings of competency. *Journal of European Industrial Training*, 23(6), 275–286. <http://doi.org/10.1108/03090599910284650>
- Schwab G. (2015). *Developing Critical Thinkers. Challenging Adults to Explore Alternative Ways of Thinking and Acting*. California Open University Press, pp. 1-51.
- SEAMEO VOTTECH. 2012. *TVET Teacher Education in Southeast Asia and Nepal Report*. pp. 1–32.
- Walkin, J.(2010). *A Handbook for Teaching & Learning in Higher Education. Enhancing Academic Practice*. 2nd Edition, London: Kogan Page. pp. 9-26.