



International Vocational Education and Training Association

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

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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).
- 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

INTRODUCTION

- 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

BACKGROUND STUDY

- 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.
- 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.
- A lot of TVET teachers may practicing teaching methods but is not yet pedagogy.

BACKGROUND STUDY

- Through such means vocational pedagogy can directly impact on the quality of teaching and learning
- Do the TVET teachers really mastery the vocational pedagogy in order to create the best learning environment so that the students are being well trained to compete in the workplace of today?
- 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.

PURPOSE OF STUDY

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

OBJECTIVES

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

RESEARCH METHODOLOGY

This study involves:-

1. Quantitatives Method

- Data collection through the newly developed instrument of vocational pedagogical decision practice)

2. Population and Sampling

- 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
- **Random sampling** was used in order to get the sample of the survey.

RESEARCH METHODOLOGY

This study involves:-

3. Research Instrument

- Instrument for this research was a **combination of literature review**
- A **questionnaire** was used in order to obtain the desire data.

RESULT AND FINDINGS

MALAYSIA

FACILITATIVE	45	55	DIDACTIC
AUTHENTIC	75	25	CONTRIVED
PRACTICE	54	46	THEORY
QUESTIONING	73	27	CERTAIN
EXTENDED	17	83	BELL BOUND
MORE	52	48	LIMITED
GROUP	41	59	INDIVIDUAL
HIGH	95	5	HIDDEN
VIRTUAL	12	88	FACE TO FACE
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

RESULT AND FINDINGS

- 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
- 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
- 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.

RESULT AND FINDINGS

- 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.
- 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

CONCLUSION

- Radical pedagogies have challenged conventional classroom practice where the student is the recipient of new knowledge and the teacher is the knower
- 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.
- In most cases, it is best for teachers to use a combination and balances of approaches to ensure that all student needs their met.
- 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.