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**VISION TO ACTION: PLANNING IN TVET - GLOBAL
PRACTICES, FUTURE TRENDS & EMPLOYABILITY**

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**Transformational
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PAPER

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PERFORMANCE EVALUATION OF VOCATIONAL HIGH SCHOOL'S CERTIFIED TEACHERS IN WEST SUMATRA

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ABSTRACT

The background of the research problem was identified that no positive impact of certification program to the performance of vocational teachers in the school, although they salaries increased twice compare to uncertified teachers, Therefore the evaluation was needed to measure vocational teachers performance as well as their welfare. This study was aimed to evaluate the achievement level of teachers requirement according to the law no. 14/2005. The teaching load of vocational high school teachers who have been certified, and the impact of certification on the teachers' performance. The population comprised 954 certified teachers and a sample of 247 teachers by using randomized sampling technique was selected. Data were collected by questionnaire and analyzed by using descriptive techniques. The study found that (1) the vocational teachers commonly had met the criteria and the requirement needed of the law no.14/2005 about teachers regulation. (2) The majority of vocational teachers had acquired maximum teaching load in accordance with the government policy, it is about 24 contact hours per week. (3) in general, the impact of certification program is relatively small on the performance of certified vocational teachers, but fairly good for the welfare of vocational teachers.

Keywords: *Evaluation, certification, vocational teacher performance, Indonesia*

INTRODUCTION

Basically there are various factors that influence the success of education, among others: teachers, students, facilities and infrastructure, environment and curriculum. Among these factors, the teachers play important role in the learning activities to determine the success of education itself. Fasli Jalal (2007:1) expressed that a quality education is very dependent on the presence of qualified teachers. They are professional, prosperous and dignified. Therefore, the presence of qualified teachers is an absolute requirement in Indonesian educational system to develop qualified human resources.

One of the policy undertaken by the government of the Republic of Indonesia to improve the quality and performance of the teachers is the implementation of teachers certification program in accordance with Law 14 Year 2005 on Teachers and Lecturers and supported by the government regulation number 74 year 2008. Conceptually, the law has been clicking-outline of qualifications and competences of teachers in general, that teachers required at least a Graduate Degree (S1) or diploma (D4) (Article 9), on the other hand are ideally every teacher should have the competences and professional certification (Article 10 and 11). Is having a certification, teachers performances will be increased immediately? This question is important to be evaluated critically, since the certification relates to the quality of education. As a comparison, teacher certification policies have not succeeded in improving the quality of teacher competences in the United States, this is due to the strong resistance from the teachers so that the implementation of the certification runs very slowly, over a period of ten years, starting in 1997-2006, the United States targeted only 100,000 teachers to be certified. As comparison, Indonesian government within a period ten years set a target to certify 2.7 million teachers. On the contrary, the same policy had been implemented successfully to improve the competences of teacher in Singapore and South Korea (Fasli Jalal, 2007:2).

Teacher certification program has already in progress since 2006, this has done five forces. In the beginning, Certification program using portfolio assessment model and continued with PLPG (*Teachers Training Model*), especially to whom did not pass the portfolio assessment model. Then, due to various constraints, the portfolio assessment model is eliminated, and until

recently PLPG models are widely used. Finally, every teacher who has attended a training program are required to take a teacher competency test. Until the end of 2012, nearly 1.2 million teachers have been certified in Indonesia. Specifically to West Sumatera until the end of 2012 is already as many as 32 962 teachers who successfully obtained a certificate, and 2,799 people were vocational teachers. The reality, currently most vocational teachers have obtained a certificate of teacher profession and according to the Law No. 14 Year 2005 teachers have the right to obtain an additional salary of one times base salary.

An indication of the performance of Vocational teacher in West Sumatera shows a fairly good inclination. Ramli (2012) conducted a study on the performance of technology and vocational teachers in West Sumatra. There is a tendency that there is no significant change in the performance of teachers who have been following the certification program or non, further in-expresses, that the performance of teachers serving in schools RSBI (Vocational school of International standard) did not differ significantly with teachers who served in regular school. Conclusion illustrates that performances did not differ between teachers who are on duty at the international school compared to regular teachers, while it is known that the teacher in International school generally have participated in teacher certification program, although the rules stipulated that teachers who have acquired professional allowances must teach 24 to 40 hours per week (article 35 paragraph No. 2.UU. 14 / 2005).

Vocational teachers are required to have the ability that not only teaches the theory in the classroom, but they also must be able to educate, teach, train, and mentor their students in the workplace, whether it is in the *workshop*, laboratory, and guides the learners to be able to work in business and industry with a prospective career. Reform in education of vocational teachers are demanding changes to the character of the teacher. So far, teachers accustomed to the pattern of leadership instruction, all policies set by the central Government, so teachers lose motivation and creativity. Whereas in order to be able to compete in an era of sophisticated, global era that demands a high level of adaptation to changes, requiring teachers who have high quality of performances.

REVIEW OF LITERATURE

Hadari Nawawi (1996:15) states the performance of teachers is an ability possessed by an individual to do a job, so look it works to achieve the goals achievement. Suryo Subroto (1997:15) states the performance capability or competence of the teachers in creating communicative learning between teachers and learners which include the realm cognitive, affective and psychomotor domains. The work of a teacher who displayed a series of capabilities as a professional teacher. Meanwhile Bernardin & Russell (2000) mentioned that "*Performance is defined as the record of outcomes produced on a specified job function or activity during a specific time period*". In general it can be concluded that the performance of teachers is the result of meaningful work of teacher in performing the tasks of educating, coaching, and guiding students to reach their educational goals.

Law No. 20 Year 2003 on National Education System Chapter XI of article 39 paragraph (2), states that educators are professional force in charge of planning and implementing the learning process, assessing learning outcomes, coaching and training as well as research and community service, particularly for educators on college. Law No. 14 Year 2005 on Teachers and Lecturers Chapter IV Article 10 paragraph (1) states that teachers are required to master the four main competences, that are pedagogical competence, social competence, personal competence and professional competence. Article 20 (a) states that the standard of performance in carrying out tasks professionalism of teachers, teachers are obliged to plan learning, implementing the learning process, assess and evaluate learning outcomes. The principal task of the teacher in the learning activities embodied a form of teacher performance. No game. 41 Year 2007 on the Standard Process for Secondary Education Unit described the workload of teachers implies the main activities, namely: (1) learning plan, (2) to carry out its learning, (3) assessing the learning outcomes, (4) to guide and train the participants students, (5) perform additional duties.

In carrying out the study, vocational teachers who are now basically educated academic as vocational teachers with limited industry experience. This limited industry experience, make vocational teachers become more textbooks oriented, more academic, so tend to enjoy learning

pattern theoretically rather than practical oriented. Rosenshine and Furst (1971) wrote about effective teaching identified 11 indicators, namely: (1) *Clarity* (clarity), (2) *variability* (variability), (3) *Enthusiasm (enthusiastically)*, (4) *Personal Efficiency*, (5) *Opportunity to Learn* (Learning opportunities), (6) *Accepting and Encouraging* (Acceptance and invitation), (7) *Use of Criticism* (Using criticism), (8) *Use of Structure and Summary Comments*, use comments that interest students, (9) *Question Technique* (Questioning techniques), (10) *Probing (search)*, and (11) *Difficulty Level of Instructions* (Degree of learning difficulty). The eleven indicators are identified by reviewing *the* process and achievement of student learning outcomes. This instrument was developed further by Cheffers and Sullivan (2000). Adjustments to the performance of vocational teachers with the task of enriching grains instruments vocational teaching in workshops, laboratories, studios, and by the time students take internships or industry practices in the workplace.

STATEMENT OF PROBLEM

Already a considerable amount of funds spent for this teacher certification program, if every teacher on average spend a fund of 2 million Indonesian rupees, for the special West Sumatera alone has depleted funds amounting to 70 billion rupees. This study attempts to assess the extend to which the teacher certification program impact on vocational teacher's performance at school, also describe their impact on the life of teachers in society, especially in relation to the level of well being of teachers. Whether the teacher certification program has improved teacher performance and the level of welfare of teachers? Further expectation is whether the teacher certification programs have positive impact on improving the quality of vocational education to create graduates who are intelligent and able to compete in the world of work.

THEORITICAL FRAMEWORK

Therefore, the evaluation of vocational teacher performance post certification an important part, as a consideration to take further policy. The core of the evaluation is to provide information that can be used as basis for decision making consideration. National Study Committee on Evaluation (*National Study Committee on Evaluation*) from UCLA (Stark & Thomas, 1994:12) states "*Evaluation is the process of ascertaining the decision of concern, selecting, collecting and analyzing data and information in order to report a summary data useful to decision makers in selecting among alternatives*". Furthermore Stufflebeam and Shinkfield (2007, 9) stated that "*evaluation is the process of delineating, obtaining, and providing descriptive and judgemental information about the worth and merit of some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena*". Evaluation is a process or activity selection, collection, analysis and presentation of information that can be used as a basis for decision-making and the preparation of the next program. By doing this evaluation, the results can be used as reference for the development of vocational teachers' performance in the future.

THE PURPOSE OF STUDY

In this regard, the purpose of this study was to determine (1) West Sumatra vocational teacher qualifications, (2) the level of achievement of the performance of vocational school teachers of West Sumatra, and (3) the performance of vocational school teachers of West Sumatra post-certification to improve the quality of education nationwide. (4) the level of welfare of vocational teachers post- certification program.

METHODOLOGY

This study uses descriptive quantitative survey approach to investigate the performance of post-certification of teachers. Population encompassing all technology and vocational teachers in West Sumatra, then do the *cluster random sampling* of teachers in vocational high schools throughout the county and city in the province of West Sumatera. Four major cities selected to represent the population with the assumption tha the vocational schools" teachers in four cities can meet the criteria of research subject. The four selected city is the city of Padang, Payakumbuh, Bukittinggi and Pariaman. Based on the total number of Vocational Schools in all four cities achieved the

number of teachers who have been certified as 974 vocational teachers, then take 25% of the samples as much as 247 teachers.

Data collecting instrumen in the form of questionnaires which consist of two parts, namely (1) teacher background information related to the identity of teacher's life and professional development of teachers after certification, (2) teacher performance instrument with Likert scale models developed on the basis of an instrument developed by Cheffers & Sullivan. The instrument was adapted in accordance with the duties and responsibilities of vocational teachers, that are expected to describe the performance of vocational teachers. The instrument is first tested to determine the quality of the respondents were 30 vocational teachers. Reliability estimation is done using the formula of *Cronbach Alpha*. The estimation results show that the reliability coefficient of 0.94. The criteria used to establish the reliability of the instrument is if the reliability coefficient greater than or equal to 0.50 (Gay, 1980). Data analysis is descriptive analysis to explain about teacher performance scores compared with scores obtained by averaging measurements. If the teacher's performance score above the average score of the measurement results, meaning that vocational teachers have a good performance. On the contrary, if the teacher's performance score below the average score measurement, mean teacher performance has not been satisfactory. All the data is grouped by the type of data and statistically processed using SPSS. Supporting data information school leaders, students, and school committee will be referenced in the discussion of research result.

RESULTS

Based on the results of the data analysis, the findings showed that the majority of 85.43% of vocational teacher education qualification is a graduate of S1, even as much as 14.57% of vocational teachers are graduates of master' program, as shown in Table 1.

TABLE 1. Qualification of Vocational Teacher's Education

No.	Level of Education	Frequency	Percentage (%)
1	S1 Engineering education	18	7.29
2	S1 Technical Teacher Education	193	78.14
3	S2 Engineering education	10	4,05
4	S2 Vocational Education	26	10.52
Total		247	100.00

When analyzed on the basis of the state of vocational teacher education S1 minimum qualification stipulated in law no. 15 in 2005, then in general all vocational teachers in the piopulation of West Sumatera province has met the requirement of the law, even at almost 15 % have exeeded the minimum requirement. Then as a teacher who is a full-time teacher of Civil Servants (PNS) and has been certified, most of the teaching load has gained relatively accordance with the government's burden is 24 hours of face-to-face in detail are presented in Table 2.

TABLE 2. Frequency Distribution Based on Teacher Teaching Load

No.	Teaching Load	Frequency	Percent (%)
1	> 24 hours	24	9.7
2	> 30 hours	2	0.8
3	24 hours	183	74.1
4	25-30 hours	38	15.4
Total		247	100.00

Based on Table 2, it can be seen that this state allows teachers to have optimal performance, when the workload is being implemented effectively and efficiently. Atmosphere after obtaining

certification meaningful recognition of professional educators who have been taken by the portfolio or through PLPG and Teacher Competency Test, it should give rise to a new motivation for teachers to undertake the task with dedication and commitment, especially the status of professional educators receive professional allowances for one times base salary. This analogy will impact on improving teacher performance. The increase in performance of the teachers should have an impact on student achievement, and lead to increased quality of technology and vocational education nationally.

Furthermore, the level of achievement of vocational teacher performance scores obtained 77.21% of the ideal score, in the category quite well. Based on these data it can be said that the performance of teachers in vocational schools in general are in fairly enough categories (Table 3). Based on the findings of this study, it can be obtained that **first**, teacher performance is still in category medium or well enough and tend towards good (77.21% achievement); **second**, there are 4 indicators poorly categorized, namely: (1) indicator *acceptance and encouraging*, teachers always receive, invite and hear the students, the meaning is that the teacher should be nurturing, encouraging, and accept what their students to be, and always hear the complaint and needs of their students. It seems that in this item vocational teachers still tend to respond less, (2) indicator *use of criticism*, vocational teachers are generally not familiar to be able to accept criticism from students, as a means of controlling the class primarily to train students to think critically. Teachers should facilitate students to higher order thinking, so that they can observe the weaknesses and strengths of a phenomenon. This indicator seems to be in the category of less, (3) indicator *difficulty level of instructions* (learning difficulty level), this indicator should challenge students to strive to master every learning difficulty which he passes, this indicator seems still to respond less to teachers, and (4) indicators related to teachers' efforts to improve the quality of learning through action research classes categorized as unfavorable.

Meanwhile, some other indicators such as *clarity* (clarity), *variability* (variability), *enthusiasm* (enthusiastically), *personal efficiency*, *opportunity to learn* (opportunity to learn), have been categorized as good and very good. Some others such as behavior and character associated with the competence of teacher's personality is quite the trend in better categories. Vocational teachers in providing opportunities for students to master the lessons, help students in the learning process, helping students in the proper use of time, the use of questioning techniques and questions probing look at the depth of students' mastery of the material presented, and the preparation of planning and practice implementation, and evaluation of instructional practices in *workshop* or laboratory, still tend to get in enough categories. After going through the certification program should it become better and very good.

TABLE 3. Vocational Teacher Performance Score

No.	Indicator	Criteria Statement								Average Score	Achievement level (%)	Ket
		Always		Often		Sometimes		Rarely				
		F	%	F	%	F	%	F	%			
1	Item 1	164	66.40	72	29.15	10	4.05	1	0.40	3.62	90.38	Very good
2	Item 2	147	59.51	81	32.79	18	7.29	1	0.40	3.51	87.85	Good
3	Item 3	107	43.32	108	43.72	30	12.15	2	0.81	3.30	82.39	Good
4	Item 4	95	38.46	111	44.94	39	15.79	2	0.81	3.21	80.26	Good
5	Item 5	84	34.01	107	43.32	53	21.46	3	1.21	3.10	77.53	Enough
6	Item 6	93	37.65	131	53.04	21	8.50	2	0.81	3.28	81.88	Good
7	Item 7	110	44.53	112	45.34	24	9.72	1	0.40	3.34	83.50	Good
8	Item 8	118	47.77	103	41.70	25	10.12	1	0.40	3.37	84.21	Good
9	Item 9	126	51.01	103	41.70	18	7.29	0	0.00	3.44	85.93	Good
10	Item 10	90	36.44	115	46.56	40	16.19	2	0.81	3.19	79.66	Enough

11	Item 11	35	14.17	91	36.84	99	40.08	22	8.91	2.56	64.07	Less
12	Item 12	40	16.19	64	25.91	70	28.34	73	29.55	2.29	57.19	Less
13	Item 13	48	19.43	134	54.25	62	25.10	3	1.21	2.92	72.98	Enough
14	Item 14	75	30.36	140	56.68	30	12.15	2	0.81	3.17	79.15	Enough
15	Item 15	45	18.22	115	46.56	81	32.79	6	2.43	2.81	70.14	Enough
16	Item 16	21	8.50	100	40.49	124	50.20	2	0.81	2.57	64.17	Less
17	Item 17	108	43.72	87	35.22	44	17.81	8	3.24	3.19	79.86	Enough
18	Item 18	150	60.73	57	23.08	31,	12.55	9	3.64	3.41	85.22	Good
19	Item 19	117	47.37	71	28.74	47	19.03	12	4.86	3.19	79.66	Enough
20	Item 20	18	7.29	72	29.15	130	52.63	27	10.93	2.33	58.20	Less
Average										3.09	77.21	Enough

TABEL 4: Distribution Frequency of Vocational Teacher's income

N	Average income per month	Frequency	Present (%)
0.			
1	3 million to 4 million rupees	62	25.1
2	4 million to 6 million rupees	141	57.1
3	6 million to 8 million rupees	42	17.0
4	≥ 8million rupees	2	0.8
Total		247	100,00

Table 4 figure out the income of vocational teachers per month, the majority of their income reached 4 to 6 million rupees per month (57,1 %), in the meantime teachers with a monthly income above 6 million rupees as many as 17,8 %. If we take a estimation that the average income of vocational teachers is 6 million rupees, it means that the total income per year is about 72 million rupees per year, or about USD \$7.200. When Indonesian GNP (Gross National Product) average about USD\$ 3.000, it is classified as lower middle income, it means that the vocational teachers' income are well above the GNP or in the category of the upper middle income.

DISCUSSION

Vocational teachers should realize that the responsibility given by government and Indonesian people is a noble task requires high motivation and commitment to implement the high quality of education and training in vocational school. Allowance equal to one time basic salary should not be viewed as the key goal of teacher's life, but it seems as a trigger for improving teacher performance in the implementation of education and teaching learning process, teachers should be proud of the success of their students. Indonesia as a great nation requires a change in attitude of teachers. Teachers should have a principle that is not how large the main allowances received, but how much sincerity teachers educates students for high achievement.

Schools should provide space for teachers to improvise, innovate, continuously learn, (*continues development*), to always be adapted to the changes, both technological change so rapid, and socio-cultural change and the economy, which will be an impact on the process education and learning. School leaders such as principals, supervisors, or head of education at the district/city, the major or regent, governor and all levels of decision makers at each level of government, need tio anticipate the changes in education, particularly vocational and technical education, they have always supported and facilitated a variety of business development of vocational teachers as the leading edge of educational changes.

The problems faced by vocational teachers such as efforts to improve their performance. This must be done constantly and continuously through various efforts. Some indicators that are still less well should be a major concern for improved, notably through the improvement of teacher's motivation to provide optimal service to their students, providing space for students to learn to criticize, in order to master the competencies better. As expressed by Biggs JB & Moore.PJ (1993), that generally students only have the opportunity to study the surface (*surface learning*), supposedly they are diving ,resulting in high intensity of learning (*deep learning*). Similarly, in an effort to improve the quality of teacher learning should be active to conduct an action research, trying to make improvements learning with a variety of learning models, learning to innovate in order to be effective and efficient. In fact not many vocational teachers do a change learning model that is inovative products through action research.

Practical *activities* have not been executed with optimum in the *workshop*, laboratory or studio, has not been held to the optimum, are still in the category of being, but productive competencies required as stated in the working world that the core curriculum of vocational learning in schools is a productive competence mastery, with the hope of earning when competence students are adequately controlled, then the opportunity for vocational school graduates entering the workforce becomes more open. Criticism of the work of the vocational school graduates among them is the low quality of the students' productive competence. This will make it difficult for students to compete for jobs that match their field.

After six years, the *implementation* of teacher certification is apparently not yet optimal impact on teacher performance in the field. Various indicators were found in this study and these should be the attention of various parties, including the leadership of the school, department of education and culture, government and the certification body, including (Institution of Teacher Education) LPTK and(Education Quality Assurance Agency) LPMP, as well as the providers of vocational education and training teachers and technology. Program development, education and vocational teacher training should be carried out continuously (*Continues Teachers Development programs*).

The *certification* program is implemented through training of the teaching profession with the times for 10 days are quite effective as a trigger to resuscitate teachers over his commitment as an educator, but much of the material presented has not been utilized in the daily work of teachers in schools. For example, the activities of peer teaching are conducted only for classroom activities, but should also *peer teaching* to teach in *workshops* and laboratories (perhaps because the practical activities are expensive, need to buy material, the use of machinery and equipment, etc.). This facility is not provided by the organizers. Action research materials no follow-up at school, there is no space provided for it, so that even this job is not done It also reduces the intensity of the performance of teachers.

Finally, the *certification* program affected vocational teachers's income, increase their salary as well as their level of welfare, most of them have an average income are estimated at 6 million rupees per month, or about US\$ 7200 per year. It means that they have been at the level of the upper middle income (World Bank, 2013). This fact may have positive impact on motivation, commitment , and willingness for lifelong learning.

CONCLUSIONS

Based on the results of research and discussion, can be summarized as follows: (1) the state of technology and vocational teachers in general education has been qualified in accordance with the law, (2) the majority of the vocational teachers received teaching load in accordance with the rules applicable ie 24 hours per week of face-to-face, supported by its status as a civil servant, they have earned allowance, and (3) the performance of teachers post certification has yet to develop as expected, is still in the category of fairly good, and (4) The level of vocational teacher's welfare improved to the level of the upper middle income.

RECOMMENDATIONS

Along with the conclusion, put forward the following recommendations (1) leaders need to make a map of the quality of vocational teachers, that picture of the strengths and weaknesses of vocational teachers as a material for ongoing staff development, (2) vocational teachers should always strive to increase the performance consciously and sincerely, learn to recognize themselves, understand the shortcomings, and other teachers to share with colleagues when there is excess, trying to continue to develop themselves, to understand the student's learning process, accept criticism, do what is best for students in the classroom, or in the *workshop*, (3) education authorities should provide facilities for vocational teachers who want to carry out action research, *internship* into the world of work (*industrial attachment*), (4) the agency quality assurance educators and the executing agency certification program in order to balance between program in school and PLPG program that promotes pedagogical competence, mastery of the material with the change of the behavior of teachers, so that they are more open to criticism, more creative, innovative and adaptive to change.

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THE READINESS OF VOCATIONAL COLLEGES IN MALAYSIA TO IMPLEMENT APRENTICESHIP PROGRAMMED IN COLLABORATION WITH INDUSTRY

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ABSTRACT

Apprenticeship programme has been identified as the training system to be implemented by Malaysian Vocational Colleges (VC) as a means to rectify the problems faced by industries related to inadequate competencies among young workers. However, the readiness of VC to implement apprenticeship system in National Dual Training System (NDTS) mode is still not yet ascertained. It is important to determine the readiness level to ensure the effective implementation of the apprenticeship programme in collaboration with industry. Therefore, the purpose of the study is to identify the readiness level of VC with regard to the implementation of the apprenticeship programme. The sample of the study will consist of 32 VC that have agreed to implement the programme and the three industries that are piloting the programme. The instrument used in this study include a set of questionnaire, an observation checklist, an interview protocol and also the focus group questionnaire. Expected contribution from the study will include a readiness measure which can be used to evaluate other training institutions and a better understanding of the effectiveness of an apprenticeship programme in Vocational Colleges in Malaysia.

Keywords: *Apprenticeship programme, National Dual Training System, readiness, vocational colleges, Malaysia*

INTRODUCTION

Apprenticeship is an institution which for centuries, has successfully effected entry into working life for young people, and has also responsible for the maintenance of the skills based of many national economics. Although apprenticeship have become less demanding of both master and apprentice, they have survived in many countries over centuries (Lane, 1996). The apprenticeship programme for training of skilled manpower provides a good example where close partnership between the training institutions and employers can be fostered. State of Maryland has defined the apprenticeship programme as:

“Apprenticeship is a voluntary, industry-driven programmed which is sponsored by employers, employer associations, and jointly by management and labor. An apprentice, as an employee, receives supervised, structured, on-the-job-training combined with related technical instruction in specific occupations”

Code of Maryland-Regulation 09.12.43 Labor and Employment Article, Annotated Code of Maryland, Section 11-401.

Apprenticeship can be seen as the ultimate in co-operation between TVET providers and industry as they are based on combination of work and study. They provide appropriate skills for companies and also all-round to occupational and generic skills, as well as providing a tried and tested means of moving young people in to full time labor market (Erica Smitch & Roslin Brennan Kemmis, 2013).

In modern economics, apprenticeship is regarded as important ways of developing skills in the workforce along their perceived role in reducing youth unemployment. After a period of neglect, apprenticeship have recently returned to center-stage and they are beginning to take a more

prominent role in the way that countries manage their educations, training and labour markets (Rauner & Smith 2010). However, different countries have different expectations of apprenticeships and therefore regulate and manage their apprenticeship system in different ways (Smith, 2010) and thus it is difficult directly to compare systems or to transplant ideas from one country to another country.

REVIEW OF LITERATURE

Shaping of the Malaysian Skills Training System

Based on a review of historical developments in the field of VET in Malaysia, from the 1956 Razak Report up to the Cabinet Report 1979 described above, Ahmad (2003) observed that the Malaysian VET System had progressively assumed a distinct structure, which was dominated by three different streams or pathways, distinguishable in terms of producing the country's workforce, namely (1) higher education (2) technical and vocational education, and (3) skills training. This observation highlighted that by the late 1970s, skills training had already emerged as a component of Malaysia's education and training system. Ahmad (2003) also noted that the structure suffered from a lack of coordination whereby the polytechnics, community colleges, as well as technical and vocational schools came under the purview of the Ministry of Education, whilst skills training institutions came under other Federal Ministries (*ibid*, p.6). In justifying his investigation into the coordinating role of the National Vocational Training Council (NVTC), he argued that "the key to ensure the system works effectively" lies in the existence of an efficient and influential coordinating body such as the NVTC (*ibid*, p.31).

Collaboration and Partnership

The English (U.K and U.S) defines collaboration as teamwork, partnership, group effort, association, alliance, relationship and cooperation. Montiel-Overal (2005) described the opinion of John-Steiner which categorized collaboration as a promising mode of human engagement but in order to become more than passing fad, a theoretical structure and framework is needed to guide individuals and groups towards successful collaboration. Likewise, collaboration can be viewed in three important interactive processes namely shared values, norms and structures (Wood & Gray, 1991). Alliances between the interested parties have become the key strategy to improve the relevance, efficiency, effectiveness, equity and sustainability of training policies and systems (Sulaiman, Ramli and Norazizah, 2011)

Partnership can exist in many forms: formal and informal, public or private, large or small, individual or organizational. The Merriam-Webster defines a partnership as "a relationship resembling a legal partnership and usually involving close cooperation between parties having specified and joint rights and responsibilities". The key words in the aforementioned definition are "cooperation" and "joint rights and responsibilities". In order for a partnership to be successful, both parties have to cooperate with one another and they have to share the successes and the challenges that occur the course of partnership (Helmy Abdullah, 2013)

Transformation Vocational Education (TVE) in Vocational Colleges (VC)

Based on statistics carried out in 2010, compared to the rest of the world, enrolment in TVET programmes in Malaysia, was relatively low (approximately 15%) whereas the average of countries involved in the Organization of Economic Co-operation and Development (OECD) was 44% (Fletcher, 2012). This low enrolment is a cause for concern and is at the core of the vocational education transformation programme focusing on increasing TVET enrolment in schools as a means to provide a diversity of learners (as mentioned in a speech given by the Deputy Prime Minister on January 6th 2012 at an event to mark the launching of the vocational education transformation programme).

TVET participation in other countries has been associated with greater numbers of pupils completing their secondary education (Yoo Jeung Joy Nam, 2009) and is expected to make a significant contribution to combating the high drop out rate in Malaysia (MoE, 2010). Greater provisions have been made for further vocational education and skills-training pathways. The issue is how do they make certain that such investment is cost effective? "spending money on training that does not stick or that is not relevant to individual needs is wasteful and produces a

lack of skills for industries needs. Therefore, due to lack of researcher being done this matter, the researcher who has experienced and involved in the system, feels strongly that the study has to be carried out to identify the significant factors in term of new task that contribute to the effectiveness of the apprenticeship in partnership VC and industry.

STATEMENT OF THE PROBLEM

In implementing the NDTs, the teacher at training institutions shall understand the concept of work process knowledge. NOSS as a curriculum are develop based on work process knowledge for NDTs. The teacher or trainers also must know in technical know-how. That means to combine theory and practical in learning process at workplace and training institutions to be more competent and apply a variety of modern learning method. The concept of work process knowledge also have a relationship between work, learning on the job, organizational development, individual knowledge, collective knowledge and occupational competence, NDTs programme are combination of learning at workplace and institution and also must have a strong partnetship between industries in learning process. Therefore work process knowledge should be applied at training institution for the inplementation of NDTs.

Some industry-training provider partnerships have been mutually beneficial while others have not. The question is becoming not whether partnerships are good, but how to make them work (McLaughlin, 2004). Creating a partnership between two entities that may have different goals can be challenging process. The company and training instituions have to work together to define the relationship, determine methods of collaboration, and establish shared goals, so both organisations can reap the benefits from partnership. The focus of this research is upon to VC and industry partnerships, an initiative to reform Transformation Vocational Education (TVE), Ministry of Education (MoE) especially in implementation apprenticeship programme in mode National Dual Training System (NDTS). As a part of the agenda modernisations of vocational education and training system for the purpose of achieving economic competitiveness and meet the industry needs, Technical and Vocational Eduction Divisions (TVED) has set about the new approach apprenticeship in collaboration between VC and industry.

THEORITICAL FRAMEWORK

Apprenticeship systems involve many components: employment, training in the workplace, training at training institutions and administrative system at diffrent level of government (Kemmis & Roslin, 2013). In this research, researcher will identify the level of readiness in implementating an apprenticeship programme in collaboaration VC and industry.

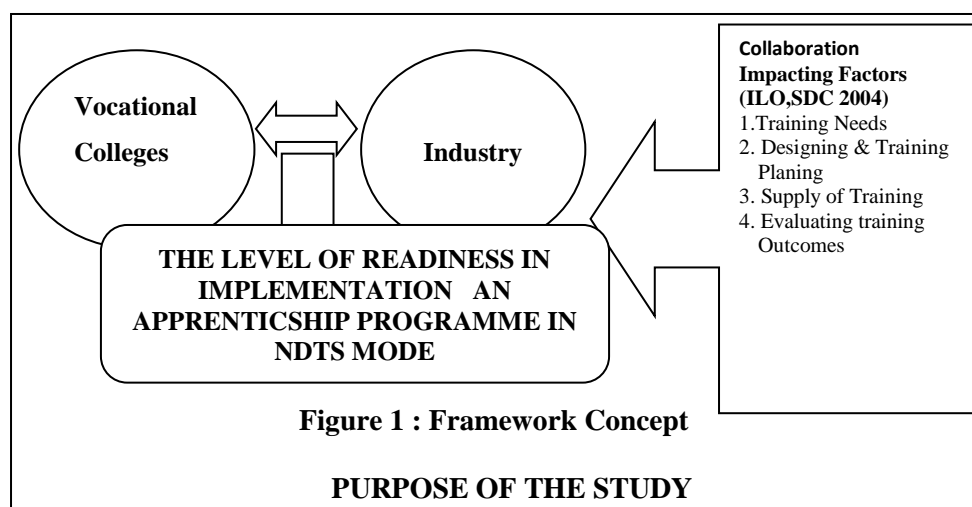


Figure 1 : Framework Concept

PURPOSE OF THE STUDY

The purpose of the study is to measure the readiness level of the Vocational Colleges for the implementation an apprenticeship programe in NDTs mode. The criteria to measure are base on

the framework that identified from the literature review and also the guideline requirement for NDTs at training institution from Department Skill Development (DSD). Anyhow the element is not limited; another criterion will also be look as a guideline for Vocational Collges for the level of readiness in implementing the NDTs as an apprenticeship programme

METHODOLOGY

Population and Respondents

The population and respondents of this study focus on the 32 VC in Malaysia that has already agreed for the implementation of the NDTs programme. For beginning three companies that has already run this programme Perusahaan Automobil Nasional (PROTON) in Shah Alam with VC Kajang, Malaysian Equisterian Management (MEM) in Serdang with VC Kajang and VC Sungai Buloh and Timber Product Finishing (TPF) in Batu Pahat with VC Batu Pahat and also institution that have implemented the dual system in Germany for the case study. The actual samples are the personnel who are involved in the program including instructor, coordinator and center manager institution and industry. The measurements are used based on the variable are identified from the study. Training also will be considered to show the satisfaction what the training institution provided.

Research Instrument

Methodology, the choices of combining quantitative and qualitative approaches were done because the researcher wanted to provide trainees persepective on their world of work and change that tool place (Kasim & Dzakiria, 2006). Futhermore, quantitative and qualitative methods now have beeb widely in emprical research (Kelle, 2005). The overall startegy was the survey of 45 trainee selected by the trainers though using a questionnaire to identified the sucesfull of partnership base on current situation. The method of data collection is expalined in details under the following topics. Therefore, methodology used in this study is arranged as follows.

RESERACH QUESTIONS

1. What are the real experiences with implementation of the NDTs between VC and three companies that already have?

The study will analyze the new and additional task required by investigated such as quality management, teacher readines, curricula, equipments and partnership between industries in the context of NDTs implementation.

2. What are new demands and required qualifications of the coaches and trainers in the implementing NDTs?

This study will analyze the qualifications and competency necessary to fulfill new task within the NDTs. The study will also make comparison between real experience of some expert coaches in the three companies that already implemented NDTs and the new demands and required qualification of trainers in companies that have not implementing NDTs. The new task will be described in detail in contrast to the traditional task of coaches and trainers before impelmentation of NDTs. The potential new task for the future coaches in impelementing NDTs are prepared based on therotical survey, desk reserach and literature review

3. What are the significant marks of the different levels of readiness?

The research will investigate the significant mark of the different level of readiness at training institution which is based on the dimension on the framework that will be investigated such as quality management, teacher readines, curricula, equipments and partnership between industries. When the critical success factor for the dimension is identified, rating will be given base on the level of readiness rating 1 to 4 as below:-

- i. Strong resistance against the reform. To refuse innovations and conserving status quo.
- ii. Partial willingness to accept elements. To integrate and combine the elements of innovation and traditional with the new elements and moderate modernization of the old system.

- iii. Readiness for innovation. To reform the complete system by transformation, obstacle are clearly defined, measure are carried out and evaluate successfully.
- iv. Strong support and active participation of the implementation to change the old system completely and radically

From the rating, the level of readiness at training institution will be measured and the research will answer and look what are the levels of readiness at training institution in implementing NDTs.

4. What are critical success factors for implementation of NDTs and the criteria for success by comparing the old and the new system?

Appropriate facilities and equipment with sufficiently wide-ranging operations, state-of-the-art curricula and very important is the competent and qualified instructors (NVTC Manual) and teacher ('train the trainer') are prerequisite for a successful NDTs. Therefore monitoring involves reviewing the entire training process and maintaining appropriate record at each of the four stages i) defining the training needs, ii) design and planning training, iii) supply of training, iv) evaluation of the training outcome (ILO, SDC, 2004) and the identification of further opportunities to improve the effectiveness at any stage and improving the training process are the main purpose which is to ensure that the training process, as part of the organization's quality system. According to Gasskov (2002, p.36), administrator of the vocational training institution should aim to improve the quality of service, reducing unit costs and increasing the flexibility. In order to respond to the future market demand properly, the curricula, training standards and assessment techniques need to be updated continuously and qualified instructors have to be made available.

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**EFFECTIVENESS OF TEACHING AND LEARNING IN LIVING SKILLS SUBJECT
FROM THE PERSPECTIVES OF TEACHERS AND SPECIAL EDUCATION PUPILS
(LEARNING DISABILITIES) IN SELANGOR**

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ABSTRACT

The purpose of this study was to identify the effectiveness of teaching and learning in living skills subject from the perspectives of teachers and special education (learning disabilities) LD pupils in Selangor. Survey method has been used in this study. The samples of study comprised of 256 teachers and 20 LD pupils in Selangor. Random sampling method was used to obtain representative subgroups from the population. A set of questionnaires was designed to obtain teachers' view on four main constructs: syllabus or standard document compatibility, vocational skills possessed by teachers, the level of LD pupils achievement, learning session and teaching aids preparation. Interviews were carried out on 20 teachers and pupils in order to retrieve additional information to support the findings. Furthermore, data were analyzed by using SPSS version 21.0. Descriptive and inferential statistics used in this study included frequency, percentage, mean, standard deviation and t-test. Discussion of results, implications and conclusion are presented.

Keywords: *Vocational special education, LD, primary schools, living skills subject, Malaysia*

INTRODUCTION

Special education is instruction designed to meet the educational needs of pupils with special needs. Education is planned individually, implemented orderly and carefully evaluated to help pupil with special needs achieve a higher level of independence with a satisfying life success (Bahagian Pendidikan Khas, 2007). Among the categories of special needs pupils who are considered able to follow a learning session properly is Down Syndrome, mild autism, Attention Deficit Hyperactive Disorder (ADHD), minimum mental retardation and specific learning disabilities (LD) (Abdullah, 2007). LD pupils with special needs is a group of individuals with special needs who are categorized as learners with disabilities who are identified facing problems following the normal academic education, especially those involving basic skills 3M of reading, writing and arithmetic. However, in some instances, pupils show a very good ability in the fields of skills (Zainuddin, 2008).

3M (Reading, Writing, Arithmetics) are skills that must be mastered by every pupil. However, these skills are difficult for LD pupils. In Zainudin (2008)'s study, it is clearly shows the syllabus or existing standard document of LD pupils is too academic which is concerned with 3M and are not suitable for LD pupils. The existing standard document of LD pupils is too general and not specific. The study also found that existing standard document is not practical for LD pupils because it does not take into account the abilities and interests of pupils. The existing standard curriculum does not give opportunity to LD pupils to choose the appropriate skills with their interests and abilities (Zainuddin, 2008).

A variety of teaching methods can provide a positive impact on teaching and learning process (Abdul Rahim, 2007). Skills and good teaching techniques as well as compatible with LD pupils ability are expected to increase their interest in the subjects studied. Teaching techniques that enable students to pursue an education with ease and fun is much expected by the students. Mohd Rizal and Muallimah (2003) in their study found that teachers have problems in achieving the objectives of teaching and learning. They argued that to produce a good product of excellent pupils, teachers need to diversify teaching and learning methods. Usually, teachers that teach living skills only able to master one or a few areas. This is due to the teachers who teach the

subject are not optionists or expert in the field. Insufficient experience can also be one of the factors contributing to the weaknesses in teaching and learning (Mohd Rizal & Muallimah, 2003; Zulkifli, 2009).

The proficiency of LD pupils in the subject of living skills is very low. Based on previous studies found that LD pupils who had completed schooling do not have skills to work and this factor causes failure to be assimilated in the employment sectors (Zainuddin, 2008). This is supported by the Department of Labor Statistics (2010), which shows only 38,471 (0.02%) out of 2.7 million OKU in this country who are employed in the various sectors. Besides the lack of proficiency in communication is one factor why LD pupils fail to be employed. Previous studies (Norani et al., 2005; Zainudin, 2008; Zulkifli, 2009) found that there were weaknesses in the basic facilities that include tools, workshops, cooking room and some other rooms. The basic facilities should be fulfilled prior to the effectiveness of a curriculum that is planned (Shafie, 2002; Zainudin et al., 2005). Teaching aids are important material to enhance teaching and learning process. It is use to clarify the concepts and facilitate pupils' memory of the lessons presented by the teacher. Teaching aids (BBM) have become the medium to convey information more quickly and accurately. Hence, the importance of using teaching aids can not be denied. However, the problem is often encountered when a school does not have or lack of teaching aids (BBM) (Mohd Rizal & Muallimah, 2003). According to Mat Nor Husin (in Mohd Rizal and Muallimah, 2003), if the teaching aids are used in the right way and fit in a teaching situation, teaching and learning objectives can be achieved easily.

STATEMENT OF THE PROBLEM

The academic achievement of the LD pupils is still low and the curriculum is not relevant to the job market (Ramlee & Noraini, 2007; Zainudin, 2008). As a result, many LD pupils who have completed schooling can not be absorbed into the job market. Thus, the unemployment rate for LD persons is relatively high (Statistik Jabatan Tenaga Raya, 2010; Zainudin, 2008). Zainudin (2008) argues the need to train LD pupils with basic skills appropriate to the current needs and demands. This is because the skills acquired will facilitate LD persons to find employment after graduation. To ensure the smooth implementation of living skills subjects of special learners, the preparation of living skills teachers is critical. Teachers need to have knowledge and skills in various aspects. Teachers need to deepen their knowledge of the best teaching skills and its effectiveness. This is because there are still teachers who are lack of knowledge and skills in teaching living skills subjects (Zulkifli, 2009). Azizi et al. (2006) also found there are several teachers who have good knowledge but less skilled in the use of hand tools. Based on the problems mentioned, researchers will conduct a survey to determine the effectiveness of teaching and learning in living skills subject in a perspective of teachers and special education LD pupils in Selangor. This study will explore the effectiveness of teaching and learning through four main constructs aspects (i) suitability of the syllabus or standard document, (ii) the level of skills possessed by teachers, (iii) the level of LD pupils learning, and (iv) teaching aids and space provided.

Objectives of the study

The objectives to be achieved are:

- i. Identify the suitability of the syllabus or standard document of the living skills subject for LD special education in primary school.
- ii. Identify the skill level of the teachers in teaching the living skills subject for primary school LD pupils.
- iii. Identify the level of mastery for primary school LD pupils in living skills subject.
- iv. Identify areas of learning and teaching aids (BBM) provided by the school or department or ministry in the teaching and learning of primary school LD pupils.
- v. Assess the effectiveness of teaching and learning LD primary school of living skills subject has been implemented in urban and rural areas from the perspective of living skills teacher.

CONCEPTUAL FRAMEWORK

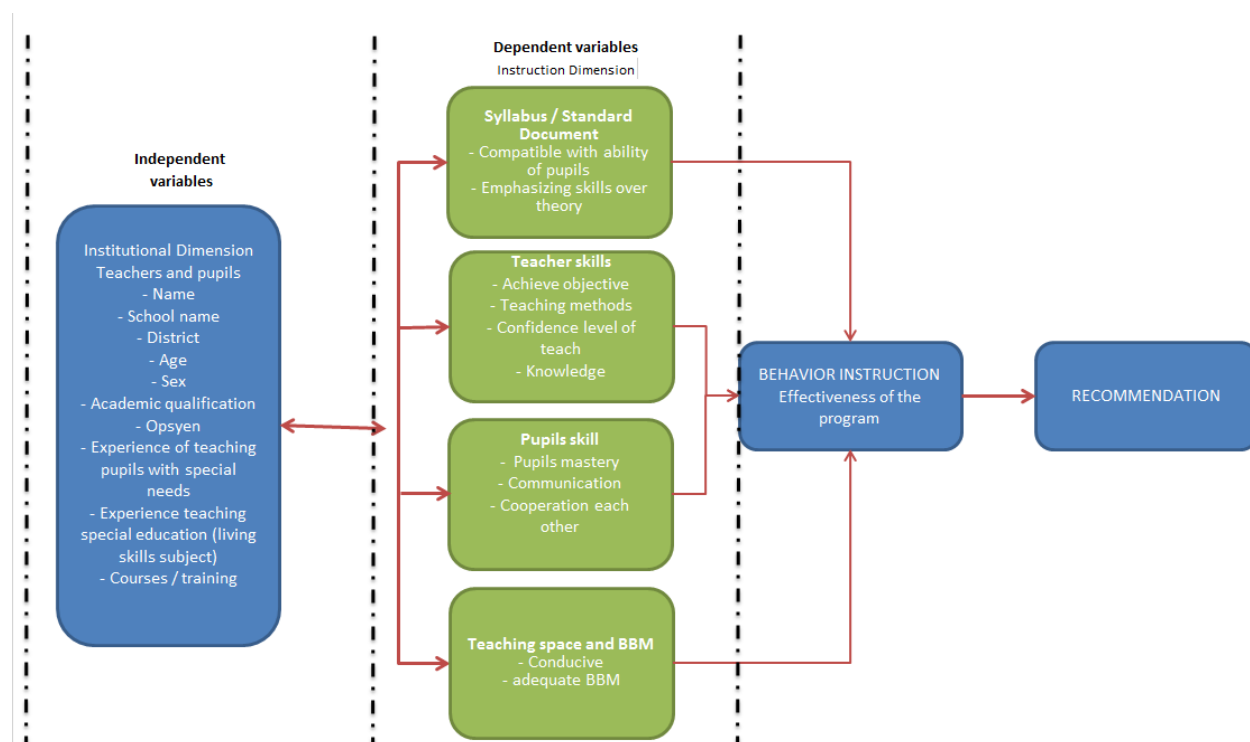


Figure 1: The conceptual frame modified from Hammond model (1973)

LITERATURE REVIEW

There are several interpretations of the curriculum based on the perception and the way researchers conduct the research work. The curriculum is the greatest thing of all available experience in and outside the school and the smallest of things taught in schools and classrooms (Ishak Ramly, 2005). According to Ishak Ramly (2005), the curriculum is classified as (i) the program is planned and implemented in schools, (ii) the planned program and practically implemented in the classroom, and (iii) the curriculum is filling in the life of a culture of knowledge and experience of the individual and the people individually or collectively. For special education programs, curriculum used is a modified national curriculum according to pupils disability (Bahagian Pendidikan Khas, 2007). Besides, the alternative curriculum is also used for special education pupils. The alternative curriculum is a industry training curriculum provided by Majlis Latihan Vokasional Kebangsaan (MLVK) and also specialized curriculum built by the Jabatan Pendidikan Khas (Pekeliling Ikhtisas Bil. 7/2004) (Bahagian Pendidikan Khas, 2007).

Teaching and Learning Approaches

Teaching in special education requires teachers to use a suitable approach that is for aptitude, ability, talent, interests, backgrounds and growth of the pupils. As the pupils have different abilities, teachers should provide appropriate activities with the pupils. This effort will ensure that the pupils are actively involved and its helps in the process of teaching and learning to be more effective, meaningful and enjoyable (Jabatan Pendidikan Khas, 2002). Teaching and learning process should be planned and managed carefully and systematically to ensure that pupils receive the same opportunities, whether it is implemented in a class, group or individual. Based on the goals and objectives of the curriculum, the teaching and learning approach that has been used are task analysis, learning through play, thematic teaching, practical teaching, mastery teaching and collaboration teaching.

LD Pupils' Psychology Criteria

In terms of academics view, many children who suffered from LD have mild intellectual level and not able to perform well in school. Many of them have difficulty in remembering, stacking respond to verbal and non-verbal information. They are facing difficulties in pursuing education and less focused on the tasks given (Julia & Siti Suhaila, 2007). LD pupils show academic performance of one to three years behind compared to results shown by normal peers of the same age (Mohd. Sharani, 2006). Furthermore, half of LD pupils are identified in low language proficiency. Westwood (2007) concluded that about 75% of LD pupils showed a lack of social interaction. Pupils who have poor social skills are particularly having difficult to find friends, neglected by other pupils and rarely interact well with their teachers. They have fewer friends among the regular pupils because they are not capable to find out why and how to establish and maintain relationships. LD pupils sometimes do not have skills to reject negative peer pressure and unable to identify a good peer model to be imitated.

Learning space and teaching aids

Living skills subjects are pre-vocational subjects. Thus, in order to teach effective living skills subjects, facilities and workshops equipped with adequate materials and tools are needed. According to Dark and Squire (1995) in Zulkifli (2008), it is clearly shows that the effectiveness of a workshop activity would not be achieved if a workshop is inadequate with facilities and equipment. He also felt that the workshop that cannot accommodate the number of students can interrupt the learning and teaching process. Workshop equipment such as tools and machinery should be considered essential in teaching and learning process in living skills subjects. Lee Lay Wah et al. (2008) stipulates that the facility and tools requirements depend on the content of teaching. She also states that the facilities and tools should be handled and treated with care so it is not interfere the teaching and learning process.

METHODOLOGY

In this article, the researcher will explain a few things about the research methods used for this study. It covers matters such as design of study, location, population, sample, pilot test, study instrument and data analysis.

Research Design

The research design in this study is a survey method. The data collection instrument in this study includes a set of questionnaires and interview protocols. The use of both instruments are essential to improve the reliability of data through a process known as triangulation

Location of the study

Researchers had selected one LD special education school in Selangor as a study location. The rationale of researcher doing this research in Selangor because the LD special education program in Selangor is the most widely held and have a lot of teachers compared with other states.

Samples of the study

The samples of the study consisted of 265 teachers and 20 LD students schools in Selangor. Stratified random sampling method was used to ensure that the subgroups in the selected population were represented.

Instrument of the study

Teacher Questionnaire and face to face interview protocol will be used in the research study. This questionnaire is built based on the objectives and conceptual framework. It consists of three parts A, B and C. Part A is a demographic background, part B consists of constructs to be studied and part C contains open-ended question. Face to face interview is intended to provide support information to verify the findings of the survey conducted.

Pilot test

To verify the content and reliability of the instrument, researcher had done a pilot study using 20 LD teachers who are teaching in Kuala Lumpur. The result showed a high reliability index with Cronbach Alpha between 0.80 to 0.90 which shows that the items in the instrument are measuring the same construct.

Data Analysis

The data will be analyzed using descriptive and inferential analysis. The statistics include the frequency, percentage, mean, standard deviation whereas T-test is used for inferential analysis. The field data will be collected and analyzed by researcher using Statistical Software Package for Social Sciences (SPSS 21.0 for Windows).

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