

## Review Of Development Competency For Instructor In Tvet Institute Technology Petroleum Petronas

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### Abstract

Development in the field of competency employment is one of the main thrusts in human capital development. It is very important in the internal development of the individual or identity, society and country. The purpose of this paper is a study to ensure the level and produce a workforce in the field of competency instructors at the Petronas Institute of Petroleum Technology, Batu Rakit Terengganu. The level of competency of the teaching staff surveyed is a matter related to the readiness to teach which includes knowledge, skills and competencies in the field taught and the attitude or identity of the individual. The competency of the teaching staff will also include the preparation in the teaching process which is related to the planning in teaching, implementation and methods of teaching and evaluation of teaching. All these variables need to be researched and evaluated to produce the development of competency teaching staff at the Petronas Institute of Petroleum Technology, Batu Rakit Terengganu (INSTEP).

Keywords: Competency development, Institute of Technical Training Based TVET, Teaching preparation, Teaching readiness

### Introduction

The development of competency in the teaching/delivering staff is a very important responsible service that helps the development of individuals, communities and countries (Syed Ismail Syed Mustapa, 2013). Referring to the views of Noriati, Rashid, Lee Keok Cheong, ZulkufliMahayudin, ZakiahNoordin (2012), the philosophy of competency and professionalism that is the basis of the service to form a teaching force that is always positive -minded, tenacious, tenacious, dedication, passion, high sacrifice, prudent, responsible, far -sighted, rational and dynamic. Based on these philosophies of competency in education, educators are responsible for imparting knowledge and guiding their students towards success and perfection. The development of competency in the teaching staff is important to be the driving force towards the development of

human capital, it also helps to be a pioneer for social change, to be the executor of new policies that have been formulated and responsible in helping to realize the goals and aspirations of the country (Abd Rahim Abd Rashid, 2005). According to a research study by Abdul Rahim Abd Rashid (2000), the development of professionalism and competency in the teaching staff refers to the process of developing individuals in their capacity to function as teaching staff. It is a competency development and development through increased experience and teachers assess and evaluate their teaching systematically. The development of competency involves the formal and informal experience of the teaching staff themselves. It is a long -term process that requires systematically planned opportunities and experiences to produce improvement and development in the education profession. The education system in the 10th Malaysia

Plan has placed emphasis on the development of highly knowledgeable, quality and world-class human capital based on high technology. Transformation in vocational education is an effort to re-engineering the existing vocational education system to build a new vocational education system known as TVET (Technical Vocational Education Training) which will be able to contribute to the transformation agenda of Malaysia as a high-income country. New vocational education system that is, TVET will be driven by human resources that are responsive to various government initiatives. It will work with industry to innovate teaching and learning that is capable of producing a skilled and entrepreneurial workforce. The skilled workforce and entrepreneurs produced need to be competitive, possess qualifications and skills that are recognized by the industry, be professional in character and accepted in the job market. Referring to KPM (2011), the main element in any educational transformation, the main pillar is the development of competency (competency development of teaching staff. This is because teaching staff is not only a variable (variable) that needs to be changed to improve the quality of education but also teaching staff is actually agent to major changes in educational transformation. According to W. Mohd Rashid W. Ahmad (2004), the main role of teaching staff is as the subject and object of change that makes the development of teacher competency in a field that is evolving and challenging. teachers in skills training centers throughout the country. In connection with a transformation has taken place in the education system, teachers will also experience increased stress in employment. Employment as an educator will also experience work stress such as stress student behavior, against the demands of competency and workload. According to him, job satisfaction as a teacher is also influenced by the level of salary and interaction between colleagues. The Technical and Vocational Education Division needs to pay attention to the development of the competency of instructors in skills training centers across the country to ensure that all planning and implementation achieve the aspirations as

planned (G. Lokanadha Reddy, 2007). Instructors are competency that needs to be dedicated and also needs to serve in a variety of challenging situations (Sabrina Laine, 2011). Opportunities for improvement in competency (competency growth) of teaching staff should be provided in the teaching space. Every instructor in a skills training center needs to improve the quality of teaching to a higher level. Skills training centers need to meet the transformation of national education to produce quality manpower to meet the needs of the industry

## 2. Literature

Competency is a field of employment which requires knowledge, learning, competence, high skills and special training (Kamus Dewan, 2009). Instructors in skills training centers are a form of competency and these instructors are also professional members of the profession (Noriati A. Rashid, Boon Pong Ying and Wong Kiet Wah, 2010). The transformation of vocational education is an effort to re-engineering the existing vocational education system until a new conceptual vocational education system is developed and developed which will be able to contribute to Malaysia's transformation agenda as a high-income country (MOE, 2011). These new vocationalizations must be generated and driven by human resources that are responsive to various government initiatives and work with industry to innovate a teaching and learning system that is capable of producing a skilled and entrepreneurial workforce. The skilled workforce and entrepreneurship produced must be competitive, possess qualifications and skills as well as competencies recognized by the industry, professional in character and accepted by the job market. In the transformation of vocational education, KPM (2011) it is one of their efforts and reshape the existing curriculum, institutions, teaching and learning, assessment, governance and human resources to build a new vocational education system. This educational transformation must be able to function efficiently and effectively as an educational machinery for career excellence with the available human capital either as skilled workers or as entrepreneurs who can be competitive and professional. This educational transformation is also able to

mobilize available internal and external resources to deliver high quality services in vocational education and training towards meeting the individual needs of students, modern society and knowledge -based industries.

To mobilize human resources that are capable of becoming knowledgeable, skilled and qualified human capital recognized by the industry as well as its high employability. It will also be able to encourage professional educators to produce human capital that embraces a culture of lifelong learning. The transformation of KPM vocational education (2011), is aimed at achieving progress, improvement, excellence in the teaching profession. This progress will provide satisfaction and lead collectively to educational success. Quality can be said to refer to the degree of excellence, quality and nature of excellence. In developing and expanding world -class quality education through the concept of transformation to a skills training center system, it is necessary to start with the teaching staff themselves. Instructors need to demonstrate high quality teaching in their profession. Quality instructors are instructors who have vision and career goals. Instructors who emphasize on results will continue to strive to improve the level of competence and efficiency in various fields of knowledge, skills, appreciation of values as well as attitudes and identity (Syed Ismail Syed Mustafa, 2011).

Referring to the study of Philip Van Hooser (1998), he found that there are three elements that are very important in determining success among educators. These three elements are closely related to each other which will include knowledge, skills and attitudes known as 'triangles of success'. according to him, the real knowledge is understanding in the field (understanding). The knowledge in the teaching staff cannot be measured if only on a piece of certificate, diploma and degree. knowledge is also not an accurate measure based on average grade figures. Knowledge is also not enough if it is measured to the seniority and how long a person has been in the field or at work. In an effective and quality teaching system, an understanding of what is needed and should be conveyed by the

teaching staff is a very effective teaching knowledge.

According to Dr. Sulaiman Ngah Razali (1997), teaching by instructors is very necessary to the readiness and preparation for teaching. Knowledge, skills and attitudes are important elements that an educator must have. Planning in the teaching process, content in teaching lessons, methods of delivery to students, evaluation of teaching and followed by teaching theory that needs to be practiced and implemented (Dale 2008).

The survey found that many educators are still not ready to deliver services in high quality TVET -based programs towards meeting the individual needs and wants of a student, the needs of modern society and the needs of knowledge -based industries. This is because most of these students are educated by a group of instructors from who come from various different academic educational backgrounds and have different objectives (Sharifah Alwiah Alsagoff, 1985). This scenario will certainly have a detrimental effect on the work ethic and the level of competency of vocational teachers and the skills of imparting knowledge and readiness to teach to students. The main problem is to understand the readiness of the teaching staff in the knowledge of teaching vocational skills in skills training centers. Knowledge of in the fields of Oil and Gas, Petrochemical and Chemistry is sorely lacking due to the new syllabus changes required by the transformation of vocational education. The new syllabus in this field is insufficient to be taught and communicated to students. Skills and knowledge as well as skills in this field are of equal importance. Both of these factors are very important and indispensable to apply a theory. Skills and competencies are synonymous with applications (Khodori Ahmad, 2008).

Referring to Syed Ismail Syed Mustafa (2011) the ability of an instructor to apply a concept is an advantage to an instructor. Skills in the specific field of TVET are an advantage of the teaching staff at any skills training center. The skills of the teaching staff need to be shaped according to the requirements of the TVET -based skills training center transformation plan. According to Syed Ismail Syed Mustapa (2013), the duties, accountability and commitment of the teaching staff will

increase from before. It requires a new attitude in forging a transformation plan in TVET -based skills training centers. To achieve this goal, educators must have a high awareness and identity that any obstacles must be overcome by making changes in approaches, strategies, techniques and positive ways of thinking towards the development of professionalism.

A review of previous studies also found that some of the instructors in TVET -based skills training centers are afraid to change and lazy to move with the transformation plan in skills training centers. This attitude of theirs is most likely due to the fact that some of the change programs that have been implemented before are seen as unsuccessful and often change with other programs. Among the failed programs were the implementation of the teaching of engineering subjects in English in Technical Secondary Schools, the structuring of Vocational Secondary Schools into Technical Secondary Schools and the implementation of MPAV in Vocational Secondary Schools. According to the MOE Vocational Education Transformation Plan (2011), in-service training for instructors in Vocational skills training centers is required throughout 2011 to 2015. According to the MOE (2013), through the Malaysia Education Blueprint 2013-2025 states that the path of instructors should be specialists in teaching and experts in areas of specialization related to TVET. Instructors also need to be prepared to expand access to high -quality teaching.

The characteristics of a quality teaching staff according to Zohar (2000) is that the teaching staff must meet the needs and desires of students in various aspects of teaching readiness, teaching preparation, attitude, knowledge and skills required. Instructors are professionals and competency in the field of TVET -based education which is responsible for educating students in all TVET -based skills training centers in the country. Instructors with competency skills play an important role in producing a generation that is educated, knowledgeable, skilled and in line with the country's Technical and Vocational transformation plan in line with the National Education Philosophy.

According to Tongji Li's (2012) study, every competency instructors needs to have an in-depth knowledge of the curriculum, curriculum development related to the TVET curriculum used. Instructors must strive to achieve the objectives contained in the curriculum that has been set. The formation of competency instructors begins with instructors equipping themselves with knowledge, knowledge and skills as well as high competencies and related to the field for the purpose of enhancing the ability to deal with change and challenges more efficiently and effectively. Indeed, quality teaching staff will form a group of quality students and quality students will help form an excellent and glorious nation (Prof. Dr. Noraini Kaprawi, 2011)

### **2.1 Problems Statement**

Referring to the study of Amir Omar (2008), he stated that development issues related to the competency of teaching staff are always discussed in the parliament and the convention of Malaysian teachers,. According to a study by Ragbir Kaur (2007), this matter is an issue because there are teachers who are still at a weak level with knowledge, skills and negative attitudes which is a factor in the development of teaching staff professionalism. Instructors in vocational skills training centers are less prepared to strengthen themselves with knowledge, skills and positive attitudes in an effort to shape and guide the development of students fully in terms of physical, spiritual, mental and emotional while delivering lessons (AnuarMohdSom, Hamzah Zakaria, MohdHelmeSupaat, Jaafar Sahari, NoorulfazliMohd Yusof, 2008).

This statement is supported by Khodori Ahmad (2008) who stated that the teaching staff in vocational skills training centers who are in a system based on TVET without adequate knowledge and skills in their respective professions. Through a preliminary survey conducted in late 2012 and early 2013, it was found that more than 50 per cent of the teaching staff in Vocational skills training

centers are still unprepared for this TVET -based transformation concept. Instructors are still unprepared for the approach of re-engineering the new curriculum system of the Vocational skills training center, unprepared for the new curriculum in teaching and learning patterns and unprepared for the new assessment system. All these factors related to the unpreparedness of the teaching staff will affect the level of professional development of their profession in vocational skills training centers. Indirectly will affect the Vocational Education Transformation Plan implemented by the Ministry of Education Malaysia. According to relevant agency statistics, the number of instructors in vocational skills training centers needed in 2013 was 6297, in 2015 16,789 instructors were needed and 31,530 people were needed in 2020. This situation will require a standard training model in professional development. among instructors at skills training centers across the country. (Vocational Education Transformation Plan, 2011). Teaching in the classroom as well as in the field by the teaching staff is necessary to the readiness of teaching and preparation for the teaching of Dr. SulaimanNgah Razali (1997). Referring to Professor Dr. Noraini btKaprawi (2011), knowledge, skills and attitudes are the factors required by the teaching staff in the system based on TVET. Lesson planning, lesson content in teaching, delivery methods, evaluation of teaching and followed by teaching theory that needs to be practiced. His survey found that there are still many educators who are not yet ready to deliver high -quality TVET -based services towards meeting the individual needs of students, the needs of modern society and the needs of knowledge -based industries. The need for facilitation assistance in teaching for new instructors in vocational skills training centers also does not have sufficient skills training to meet the demand in teaching in TVET -based

programs (Dale, 2008). Referring to Amir Omar (2008), he stated that the readiness of a holistic teaching staff is still not fully prepared in terms of knowledge, skills and attitudes in fostering first class in national education. The production rate of teaching staff from local universities in the coming years is still not enough to meet the demand in teaching in TVET programs related to Malaysian Skills Certificate Level 1 to Level 5. This information was obtained through interviews of long-serving teaching staff under TVET -based programs. Instructors need to feel concerned and feel challenged by the level of deterioration of professionalism and deterioration of the quality of skills in the field based on TVET (Ahmad Tajudin bin Jab, 2009). To what extent can TVET -based skills training centers produce qualified, trained and certified instructors (Ahmad Tajudin bin Jab, 2009). Conceptual teaching of skills needs to provide students with the knowledge, skills and attitudes of employability in order to build skills and understand the needs of the required skill areas (Lowa Department of Education, 2002).

### 3. Methodology

Research Methodology is systematic way of solving research problems. Important tool for ensuring that data is collected and analyzed according to the objectives of this study. The research methodology is designed commonly in 5-8 implementation stages such as identification of research study , literature review , setting research objective, question & hypotheses, choosing the study design, deciding the sample design, data collection, processing and analysis data and conclusion and recommendation (report).

According to Akash (2017), methodology is organizing and managing content (policies, procedures, concepts and so on) in systematic ways. □A framework provides a set of parameters within which the content is to be developed□framework is not about the content itself, but about how that

content might be structured, controlled or regulated. □It suggests that some variation and the use of discretion are possible in implementing the framework, providing that the underlying principles and standards are adhered to.

### 3. Research Conceptual

The conceptual formation framework of the Competency Instructor In TVET Institute are focuses on what participants are expected to be able to do in the workplace as opposed to just having theoretical knowledge. Therefore, it is a training program that ensures that students acquire the knowledge, skills and attitudes or values needed to succeed in the work environment. The conceptual framework will describe what is expected through the

research to be done. This will determine the relevant variables for research and study and will map out how all the information will be interrelated. We must build a conceptual framework first before starting the information data collection process.

Competency assessment in the job will involve various methods and patterns and styles in the assessment to ensure that it will run and will cover all aspects and criteria in the standard more effectively for all types of predefined criteria such as Outcomes, Performance Criteria, Knowledge and Scope statements for each type of Employment Standard field. The approach in the job competency assessment process and the evidence requirements have been clearly defined for each type of job standard area.

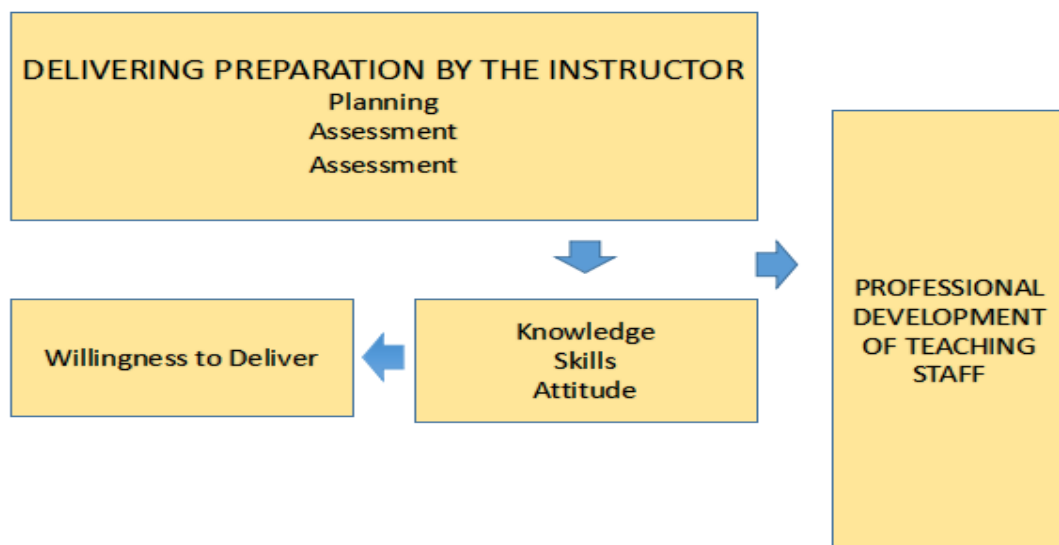


Figure 1: Professionalism Development of Training Model

### Constructive Delivery Theory

The definition of constructive theory based on research is an approach in the pattern or way of teaching about how the human being will learn something that will be taught to him. Most past researchers have argued that each individual will build knowledge rather than receiving knowledge from others (McBrien & Brandt, 1997).

Students will build their own knowledge by testing ideas and approaches based on existing knowledge and experience, applying them to new situations and integrating new

knowledge gained by intellectual construction (Briner M., 1999).

Referring to the study of Mok Soon Sang (2010), he stated that constructive theory or constructive is a theoretical concept used as a guide in the education system. In a constructive education system, there are some basic principles that need to be known that is knowledge that will be built by students, each student has basic ideas and knowledge, knowledge building process involves social aspects and teachers will act as facilitators in building this student knowledge. He stressed that this teaching

model will encourage students to be actively involved in their learning activities and the teaching staff will act as leaders to help and guide students to carry out activities in learning. As an educator it is necessary to explain the process oriented to students and ensure that students will be able to analyze their experiences and encourage students to be more self-responsible and directed (Mok Soon Sang, 2010).

In a conceptual to constructive learning process, students will build knowledge by actively engaging in learning, using ways to compare new information with existing knowledge to help solve any problems and achieve an understanding of new information. This means, students who will attend the classroom will no longer be considered as empty cans that need to be filled but will be considered as an individual who is ready to bring the various existing experiences and knowledge that they bring to the classroom. The basis of the concept of constructive is that students will develop, deconstruct and rebuild their own knowledge.

Students tear down and rebuild something meaning teaching in learning occurs when pupils restructure existing ideas by relating new ideas to old ideas. This concept of constructive theory is also about learning that is formed as a result of the construction of knowledge based on past experience. Learning will be built as a result of combining information with existing knowledge. An example that can be linked is where in the subject of trade, human beings always have needs and wants to live. For necessities, human beings need to know to classify the main necessities in living life (existing knowledge) such as food. Food is needed by humans to survive. This theory will focus on the opinion that students will learn something based on their existing experience.

Therefore, instructors need to provide activities that are appropriate to the students' existing experience and be able to

relate that experience to the learning that will be taught. The implications of constructive theory in teaching and learning where the role of teachers will act as assistants, facilitators and planners while students will play a key role in learning activities. The appropriate teaching-learning model to be used is cooperative and collaborative learning. Instructors need to encourage interaction among students. Interaction and exchange of ideas among students will facilitate the construction of their knowledge. Classrooms should be provided with various types of learning materials and media that can encourage and stimulate the learning of students. Adequate and challenging learning materials will make it easier for students to build knowledge. The implications of teaching and learning constructive will be centered on the students themselves. The knowledge that will be achieved by the student is the result of the activities performed by the student and not the teaching received passively from the teaching staff. Instructors act as facilitators who help students to build knowledge and solve problems.

Instructors will identify students' existing knowledge and plan their teaching methods with the basic nature of that knowledge. Instructors act as designers to teaching materials and will provide opportunities for students to build new knowledge. The purpose of teaching is to change the behavior and identity of students through the acquisition of knowledge. In the teaching process, training or habituation activities are one of the ways and efforts to change student behavior, while teaching techniques or indoctrination will be able to spread new knowledge and beliefs to students (SulaimanNgah Razali, 1997). Referring to Sim (1970), he stated that to achieve the purpose of teaching, the teaching process should be implemented systematically by following the appropriate steps such as preparation in planning, implementation in delivery and evaluation of teaching

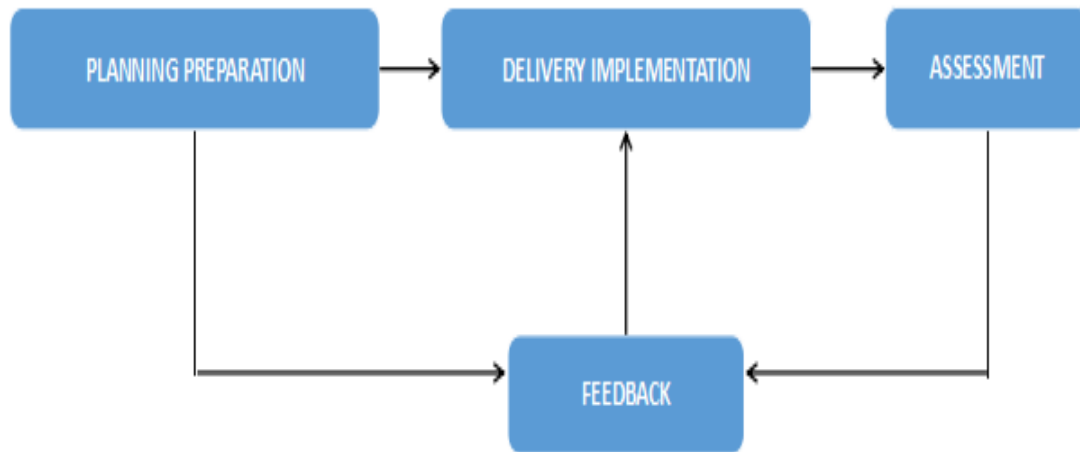


Figure 2: Teaching and Delivery Process

### Discussion

Teaching or delivering means an act which is designed to produce learning. Strategies to teaching are planning or methods provided in advance to encourage the learning process among students. Teaching at a skills training center is an activity that requires the mastery of several skills techniques in teaching to produce effective, meaningful and quality teaching results. Therefore, the teaching staff is very necessary to understand the skills that will be used to impart knowledge to their students. Instructors in skills training centers need to equip themselves with various techniques in teaching. They need to know the techniques of skills in planning for lessons and determining objectives because they need to ensure the direction of students at the end of each lesson. Before introducing teaching, educators need to know the background of their students first. Instructors should know certain techniques in teaching. Instructors also need to be able to relate the teaching to past experience with what is to be conveyed. Instructors should be able to use, evaluate and discuss the use of the skills among themselves. As good teachers, they should be able to speak to deliver lectures fluently as well as be able to use simple and effective language. In presenting lessons in the classroom or field, teachers must be able to control their movements. In addition, teachers need to be able to

process the content of the subject, provide clear explanations and appropriate examples in delivering lessons to their students. Instructors should also be able to master the techniques of skills in questioning, making reinforcement, analyzing and evaluating, obtaining feedback, controlling the class and using teaching aids properly to ensure the effectiveness of their teaching and learning. Instructors need to create an appropriate atmosphere in learning activities. Instructors also need to have skills in making conclusions and evaluations of the quality and quality of their teaching.

### Conclusion

The review of this paper related to the Development of Competency Instructor In TVET Institute will be able to help to provide useful information to the Ministry of Education Malaysia especially to the Technical and Vocational Education Division of Malaysia. From the point of view of this review, it will be beneficial for the use of the management level to skills training centers in fields based on TVET, especially new fields such as Oil and Gas Engineering, Petrochemical and Chemical. Information from these findings will determine whether the objectives of the course at the skills training center will be achievable as per the requirements of the Technical and Vocational Education Transformation Plan. Every educational program and policy must meet the requirements of the Transformation of Technical and Vocational Education as a



guide. All input findings obtained will help the Technical and Vocational Education Transformation elan to improve the existing weaknesses and identify and strengthen the strengths of each dimension in all aspects such as readiness to teach from attributes to knowledge, skills and attitudes. All input findings obtained will also help the Transformation of Technical and Vocational Education to identify the strengths of each dimension in all aspects of teaching preparation of TVET -based skills training center in terms of lesson planning preparation, teaching implementation preparation, and teaching evaluation readiness of instructors. This is useful to the Ministry of Education Malaysia in formulating strategies for improvement, especially in the readiness of teaching for teachers in the implementation of all activities and programs based on TVET teaching in skills training centers in the future.

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