

# Adoption of Generic Skills in the Process of Teaching and Learning in College of Vocational

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## Abstract

Generic skills are an important skill in the workplace. Apart from the technical skills required, generic skills become a necessity for every individual in order to work properly and efficiently. There are various types of important generic skills defined in the job, but in this study, generic skills is limited to only eight types of skills that have been set by the Division of Vocational and Technical Education Skills Implementation Task BPTV ie, apply knowledge, skills, Integration in Health, Safety and Communication Skills protection and Sensitive Environments, reaction skills and problem solving. Skills to plan, organize, and cooperation within the group, Creative and innovative, and Adopt attitudes and values. Results showed that teachers' perception of the importance of a college vocational and generic skills is high. However, we found a variety of teaching and learning in the classroom and in the laboratory helps to teach generic skills such as discussion, tests, quizzes, presentations and so on

**Keywords:** Generic Skills, College Of Vocational

## 1 Introduction

In the implementation of the curriculum at the College of Vocational KV, there Generic Skills (KG) highlighted by the Technical and Vocational Education BPTV. BPTV put the three main domains in KG to be implemented in the curriculum of employability skills, Entrepreneurial Skills and Technical Skills. Under three main domains, it is broken down into eight sections Key Funtional, the Skills Task Perform, Apply skills knowledge, the integration of health, safety and protection of Sensitive Communication Skills and Environment, reaction skills and problem solving. Skills to plan, organize, and cooperation within the group, Creative and innovative, and Adopt attitudes and values. Based on the eight parts of the Key Functional, every teacher should as far as possible apply Functional Key is in the process of teaching and learning in the classroom (BPTV 2011).

## 2 Literature Review

Introduction of new generic skills to be applied in Vocational College is a new and different to the generic skills commonly worn in any educational institution. Generic skills mandated by the ministry of education is the provision for students to be able to compete in the industry when they complete their studies. When students are exposed to the working environment, they will have more input as well as their skills are not learned in the lecture, so it is very important for teachers to incorporate generic skills to students effectively so that they are able to adapt while in the workplace. Skills are something natural or acquired, and the basic characteristics of a skill is acquired through a learning process (Donnell & Garavan, 2003). Similarly, the generic skills which can exist in a person by nature and can also be obtained through learning.

### 2.1 Importance of generic skills

Generic skills in educational institutions bole implemented in various forms of which are through curricular and co-curricular (Radloff & De La Harpe, 2002 Esa Ahmad, 2004). Guile (2002) pointed out that the work experience that can build generic skills should be part of the curriculum that supports learning through work practices. The study of the relationship between generic skills and career and technical education (Career and Technical Education, CTE) was carried out by Brown (2002). The study found that generic skills can be learned, lecturers should emphasize the importance of 'teaching concept, "as in the workplace to develop students' generic skills. Lecturer propose such experience in the workplace effectively monitored to ensure that the opportunity should be used to get the skills.

### 2.3 Application of generic skills lecture room and laboratory

Classrooms are as most of the students get all the knowledge. This is where a wealth of knowledge imparted to

the students, provide students with knowledge-related knowledge. Most of the knowledge presented in the form of theoretical, rather than practical. The discussion in the classroom also requires communication. It is coupled with other skills such as teamwork and problem solving. Both of these skills are very important when working later. Working with others in a group is one of competency in acquiring generic (wright, 2003). Laboratory as one of the many generic terms applying teamwork, management and problem solving. Aziz Abd Rahman (2000) lists seven key features of successful teamwork (working group):

- i. Leaders who are involved in various tasks
- ii. Sharing responsibility. Creating an atmosphere in which members of the group with a heavy burden
- iii. Equations goals. Make sure there is an understanding of goals to reach,
- iv. Effective communication. A climate of trust arises when the communication is done well
- v. Focus on the future. Energy and thought are mobilized to make a difference to the group (organization)
- vi. All creative talents are used to develop the
- vii. Quick action is essential to ensure that the opportunity is used in the best possible

#### 2.4 Statement of the problem

The concept of generic skills has also been modified to meet the goals and objectives of the implementation of a vocational college. Introduction of new skills that emphasizes the practice of 70% and 30% theory. The concept of generic skills is a bit different from the usual concept of generic skills used in any educational institution. A challenge to teachers in vocational colleges in implementing this new concept of generic skills in teaching and learning, whether in the classroom or in the laboratory.

As such, it raises interest researchers to observe the rules of generic skills in teaching and learning in the Vocational College. The researcher also wanted to see the importance of generic skills and Vocational College. Next the researchers also wanted to see their own teacher awareness of the importance of generic skills and see where the dominant generic skills that are applied by the teacher in teaching and learning in the classroom

### 3.0 Study objective

The objectives of this study were:

- i. Identifying vocational college students' perceptions of the importance of generic skills.
- ii. Identifying the level of generic skills in teaching and learning process of students' perception Vocational College
- iii. Identify the teaching methods used in the Vocational College helps to teach generic skills through the teaching and learning process.

### 4.0 Methodology

#### 4.1 The research design

This study was a quantitative survey which aims to identify persepsi vokasioanal college teachers of the importance of generic skills and as well as the methods used in applying generic skills Best & Khan (1998) argues that descriptive studies can further explain what really happened. The questionnaire was chosen as the instrument to collect data and answer the research questions. The data from the questionnaires will be analyzed to get and give meaning to the results obtained in this quantitative study design.

#### 4.2 Population and sample

Population involved in the study was made up of students and teachers in three vocational colleges to pilot the view Vocational College, Vocational College Vocational College Kuala Terengganu and Shah Alam. The population of a study must be identified before a study is conducted. A population is a group of observations on individuals or objects to be studied. It is a group of potential respondents for review based on the research will be conducted (Salkind, NJ, 2000).

#### 4.3 The instrument

In this study, the instruments used by researchers to obtain data is to use a questionnaire. The Bordens and Abbott (2002), questionnaires are the main instruments used to obtain quantitative results from respondents. Questions that will be addressed to the respondent are the same and each sequence without changing the meaning and content of the questionnaire. This questionnaire has four essential parts, namely:

- i. Part A: Analysis of demographic variables
- ii. Part B: Analysis of teachers' perception of the importance of generic skills
- iii. Part C: Analysis of teachers' perception of generic skills
- iv. Part D: Analysis methodology generic skills

#### 4.4 Reliability

Reliability also refers to the ability of a study to obtain similar values when the measurement is repeated. If the measurement on the second or third done, the results or the findings are similar to the study is said to have high reliability (Chua, 2006). Information obtained in the study without bias and consistently measured and analyzed using Cronbach Alpha Test. Cronbach Alpha test was used to test the reliability of the value of the score is between 0 and 1. Levels low reliability when the score 0., While very high when the score exceeds 0.8.

### 5 Conclusion

Overall, this study has achieved its purpose, namely to determine the level of perception of vocational college teachers of the importance of generic skills and in the process of teaching and learning methods and generic skills in teaching and learning process. The level of teachers' perception is generally at a high level in terms of importance, implementation and application of the method in the teaching and learning process. Monitoring over time is very important tertutamanya from vocational college management itself to identify gaps and weaknesses that can be improved in the future.

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