



Educational Technology

Elixir Edu. Tech. 51 (2012) 10957-10960

Elixir
ISSN: 2229-712X

Values in practice workshop in polytechnic

Ahmad Bin Esa and Aime Suraya Binti Sapie

Faculty of Technical and Vocational Education, University of Tun Hussein Onn Malaysia.

ARTICLE INFO

Article history:

Received: 15 August 2012;

Received in revised form:

30 September 2012;

Accepted: 8 October 2012;

Keywords

Values,
Workshop,
Polytechnic.

ABSTRACT

Nowadays, education serves to provide guidance to students who lack in their values, courtesy and politeness. However, good values are still unsatisfactory amongst students in the workshop. There are students who do not adhere to the rules resulting in wastage of workshop materials, and thus causing problems in the workshop management. This research is undertaken to survey the extent of the practice of moral values in a workshop at a polytechnic during teaching and learning sessions. The main instruments used to support the research are questionnaires and observations. A total of 365 students were selected as respondents from two polytechnics, namely *Sultan Salahuddin Abdul Aziz Shah and Sultan Zainal Abidin*. Four aspects of moral values are measured: cooperation, crafts, physical and mental hygiene and respect. Data was analyzed using Statistical Package for Social Science Version 16.0 (SPSS 16.0) with the appropriate mean, standard deviation and minimum score t-test. The results revealed that the overall practice of values amongst polytechnic students is high and there were no differences in the practices between the two polytechnics. Therefore, researcher proposed several techniques to ensure students apply value as suggestion model.

© 2012 Elixir All rights reserved.

Introduction

National Education System should be able to produce students that are beyond the ability of 3M (reading, writing and arithmetic). Even students with excellent result in academics are not guaranteed that they manage the demands and challenges of globalization of today successfully. Education is to provide tutorial not only to student who are illiterate and not able to calculate but also to provide tutorial to students who are blind in information technology (IT), identity, values and courtesy. In the current scenario, the aspirations and the objective of the National Education Policy are being clash with more problems in the erosion of values among students (Ahmad, 2006). These situations cause anxieties because in the process of achieving the globalization of world-class education and development of information systems, there are still younger generations that are impaired. More accurately, we can say that even the students are completed their study, but they are not educated, that is they are knowledgeable and skilful but of no value.

Important for educators to applied value into their soul for ensure that educators are systematic, integrity, and excellent work at all the time toward to developing student for good manner with integrity. Value, transparency, accountability and ethical practice is important for society and future. There are certainly that effective education systems are the main support of the Malaysian society with integrity. Therefore, the responsibilities of value among student need to be held with the involvement of all parties.

Problem Background

The reductions of value, particularly among the students are at the apprehension level (Tiong, 2006). The reduction of value problem has led to the symptoms that are immoral and ethical behavior. Juvenile crimes such as gambling, theft, gangsters, extortion, murder, robbery, illegal racing, burglary, drug abuse and abandonment around us are happen more common.

Values are still not satisfied applied among students at the workshop on discipline problems reported by the researchers and a local newspaper. People should apply values in their daily lives and be imitation to students learn during their study at the workshop. However, after going through the learning process, there are students who still have a negative perception of learning in workshops. The percentage of reduction values increase among current student implying that education through the teaching and learning was less absorbed with the values. Some students who were break the rule may cause to management problems during practical work in the workshop.

Statement of Problem

The patterns of learning in Higher Education Institutions are more challenging and require patience and persistent effort. Students are given the opportunity to determine their own direction and educated to be more independent (Buntat & Sanapi, 2003).

Some students have lost their value and replace it with a negative value in their common practice daily lives (Ahmad, 2006). The rapid development, where working parents and lack of love cause young people to a negative tendency.

Learning in the learning situation different from learning in the classroom for the workshop is practical and filled with equipment and machinery. Therefore, the practice of high value is required. However, there are some students who not comply with the regulations and this creates a problem in the management of the workshop (Buntat & Sanapi, 2003). This situation illustrates some of the students not accept responsibility to the practice that had been exposed through the learning of values since primary school.

Therefore, this research attempts to determine the extent to which the practice of values among students can apply during their practical work in workshops in the polytechnics.

Research Questions

This study has produced a few questions relating to the practice in the learning value at polytechnics workshop in Malaysia. Generally, the research questions focused on the following aspects:

- (i) What extent the practice of students in the teaching and learning process in the workshop?
- (ii) Is there a difference in the values among the students during the teaching and learning at different polytechnic workshops?

The Hypothesis of the Research

To achieve the aims and objectives of this study, the hypotheses are required:

Nol hypothesis (H_{01}):

There was no difference in the values among the students during the teaching and learning at different polytechnics workshops.

Alternative hypothesis (H_{a1}):

There is a difference in the values among the students during the teaching and learning in different workshops polytechnics.

Conceptual Framework

This study is based on the basic conceptual framework that has been modified and adapted from the concept of Competency Level Assessment (Hopkinson, 1998). Figure 1.1 below shows the values of a conceptual framework in the workshop.

The dependent variable in this study is set to four aspects of practices. Four factors are selected are collaboration, physical and mental hygiene, diligence and respect. Dependent variables in this study are polytechnic students who had learning in workshops.

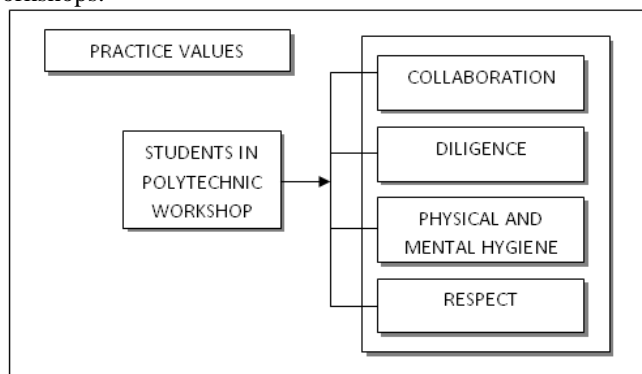


Figure 1.1. Framework Concepts in the Practice workshop

Methodology
Descriptive study were used to obtain information from basic statistics such as frequency, percentage, mean, standard deviation and inferential research and used as a sample of subjects that randomly selected from the population under research and numeration data collected from the sample to be tested using statistical tests (Chua, YP, 2010).

Based on this view is consistent with the descriptive research design to describe whether the practice can be applied by the students during the teaching and learning in workshops at the Polytechnic of Malaysia. For the inferential study, researchers was used the t-test analysis for differences in practices among the different polytechnic students. Analysis in the observations also used to support the questionnaire data.

Data analysis

Methods of data analysis is determined based on the research questions stated in chapter one. The data analysis method specified in Table 1.0 as follows:

Table 1.0. Methods of data analysts based on the research questions

Research question / type of data required	Method of Analysis	
	Quantitative data (Questionnaire)	Qualitative data (observations)
Respondent demographics (Part A)	Frequency and percentage	Not applicable
The extent to which the practice among students value the process of teaching and learning in the workshop. (Part B)	Mean and standard deviation	Content analysis of the picture
Determine whether there are differences in practices among the different polytechnic students (Part B)	T-test	Not applicable

The findings of Study No. 1

Descriptive analysis in the Value of Practice Workshops Students at Polytechnic

Four aspects of practices studied are shown in Table 2.0. Four aspects of be practiced by students in the course of the practical aspects of practices of the cooperation, diligence, physical and mental hygiene and respect.

Table 2.0. Mean and standard deviation for each aspect of the practice in the workshop

Aspect	Mean	Standard Deviation	Level	Practice Status Values
Cooperation	4.2838	.42288	High	Practice
Diligence	3.9250	.63111	High	Practice
Physical and mental hygiene	4.2465	.77838	High	Practice
Respect	4.4322	.53223	High	Practice
The Overall Mean	4.2222	.43348	High	Practice

Based on Table 2.0 is all the higher level. This shows that students in workshops on practical aspects of the polytechnic adopted the practice of cooperation, diligence, physical and mental hygiene and respect. Min for the four aspects of practices that form of descriptive analysis is based on Table 4.9 (mean = 4.2222). Aspect of respect is the aspect that recorded the highest mean (mean = 4.4322) and standard deviation of 0.53223 accumulated, compared with a mean low of craft aspects (mean = 3.9250) and standard deviation is 0.63111 accumulated. This means that data is in the normal distribution and dispersion of the answers given is still small on a balanced and stable level. In conclusion students to practice all of the practices examined in this study.

Analysis of observation results in the value of practice in the workshop Polytechnic Students

Through observations, all the student practices that the highest value is respect among students with students, students with lecturers and students with workshop technicians, during teaching and learning in workshops in the polytechnics. Based on observations, students tend to polite when interacting with their lecturer. In addition, students also take care of the behavior during learning in the workshop. Researchers also found that each of them respect while do the learning where students with same group, or even from different groups, each member respects the decision of the opinion.

Therefore, the researcher identified that the practice of respect for the value can be absorbed by the students during the teaching and learning in the workshop.

The findings of study 2

The Analysis of Value Gap in Practice among Student in Workshop at Different Polytechnic

Table 3.0 shows the results of t-test for the differences in practice among the students during the teaching and learning in

different workshops at polytechnics. Significant value of the practical value of cooperation ($p = 0.35$), the practical value of the diligence ($p = 0.60$), the practical value of the physical and mental hygiene ($p = 0.69$), and the practical value of respect ($p = 0.70$) of all aspects of the more of 0.05. Thus the null hypothesis (H_0) accepted while the alternative hypothesis is rejected. This led to the interpretation that there was not a significant difference in students the value of practice, teaching and learning in the workshop.

Discussion

Research question 1: What extent the practice of students in the teaching and learning process in the workshop? Teaching in the workshop will be an interesting set of learning for students that may have the opportunity to perform their actual activity and also can feel the actual situation thus can effectively understand the process of teaching and learning.

Practices of value are that are performed as a habit of doing a good action. Jamdam, (2001) also give a same opinion where the practice on value are the things that usually done in life where it starts with honor, he thought it was important to give respect and honor to other person. With practice of value as in frequently can give a demonstration or a more systematic method of doing things.

Research findings showed that the four aspects of practices of cooperation, diligence, physical and mental hygiene and respect in line with research done by Buntat & Sanapi, (2003) which states the practice of value given less attention by the students because of wastage of materials during practical work in workshop. The students also give less attention on cooperation and respect to the staff who manage student at the workshop so that the management can be implemented properly. In this research, the highest item criteria for aspects of practices among the students during the teaching and learning can be determined. Therefore, based on the mean and standard deviation analysis done by the researchers, showed that all aspects on practices of cooperation, diligence, physical and mental hygiene and respect are in the high mean level while the

highest criterion for the practice aspects of the mean value of the workshop is the practical value respect. This research is consistent with researches of Buntat & Sanapi, (2003) which states that it can be important aspects where it execute into the student, such as responsibility, cooperation, respect and obey by the rules. In practice the security measures it is important to avoid accidents.

Research question 2: Is there a difference in the values among the students during the teaching and learning at different polytechnic workshops?

T - test analysis was used to test whether there were significant differences between the Polytechnic Sultan Salahuddin Abdul Aziz Shah, Shah Alam by Polytechnics Sultan Mizan Zainal Abidin, Dungun for the practice of the aspects of cooperation, diligence, physical and mental hygiene and respect. At this stage of hypothesis testing performed. The result of this study suggests that the hypothesis H_{a1} rejected. This shows that the results of hypothesis H_{01} accept that there are no significant differences in the value of the different polytechnic students.

Practical work is a learning method that involves the action (David L. Haury & Peter Rillero, 1994). Practical work is usually done in the workshop. Teaching in the workshop will be an interesting set of learning for students that may have the opportunity to perform their actual activity and also can feel the actual situation thus can effectively understand the process of teaching and learning. From the t-test analysis performed, that there is no significant difference between the value of the practice of the two workshops at the Polytechnic. The students while using the workshop is already use value in the practices themselves.

The opinion of Hussin, (1995) that support the findings where the process in forming a system of values, knowledge of educators about the development of value theory is a matter of concern for educators to facilitate the teaching approach to achieve development.

Table 3.0. Results of t test

Aspect	Name of the Polytechnic	N	Mean	Standard Deviation	Standard Error
Cooperation	Polytechnic Shah Alam	175	4.2624	.43701	.03303
	Polytechnic Dungun	189	4.3036	.40953	.2979
Diligence	Polytechnic Shah Alam	175	3.9431	.75338	.05695
	Polytechnic Dungun	189	3.9084	.49312	.03587
Physical and mental hygiene	Polytechnic Shah Alam	171	4.2293	.77587	.05933
	Polytechnic Dungun	189	4.2621	.78239	.05691
Respect	Polytechnic Shah Alam	175	4.4433	.66171	.05002
	Polytechnic Dungun	189	4.4220	.37614	.02736

Aspect of Value Name of the Polytechnic		Levene's Test for Equality of Variances		T-test for Equality of Means			
		F	Sig.	t	df	Sig. (2 tailed)	Mean difference
Cooperation	Equal variances assumed	.005	.946	-.928	362	.354	-.04119
	Equal Variances not assumed			-.926	354.860	.355	-.04119
Diligence	Equal variances assumed	.914	.340	.524	362	.601	.03471
	Equal Variances not assumed			.516	296.277	.606	.03471
Physical and mental hygiene	Equal variances assumed	.036	.849	-.398	358	.691	-.03277
	Equal Variances not assumed			-.399	354.992	.690	-.03277
Respect	Equal variances assumed	2.914	.089	.382	362	.702	.02138
	Equal Variances not assumed			.375	271.223	.708	.02138

Table 4. Testing hypotheses for the second research question

Pengujian Hipotesis	Result
H_{01} : No significant differences between the Polytechnic Sultan Salahuddin Abdul Aziz Shah, Shah Alam by Polytechnic Sultan Mizan Zainal Abidin, Dungun in the execute values at workshop.	Accept

But different with the opinion of Yahya et al. (2001) where in his research were found that students who conduct experiments indeed have the appreciation and practice of different values. Yahya et al. (2001) also stressed that the circumstance of workshop area give results to lectures difficult to control all the practice and then the activity cannot be implemented successfully.

According to Salleh et al. (1997), during of practical work in the workshop, students should be exposed to the characteristics of the ethical aspects of engineering. Practices of cooperation, diligence, physical and mental hygiene and respect were the element values that should be practiced, especially students at some point of practical workshops.

Therefore, this research can be concluded that students well practices on values in the course of their practical work. Therefore, there is no difference in the value of the polytechnic students in the workshop.

Conclusion

As an overall, the researchers can conclude that students practice in value for all four the practice in the process of teaching and learning in the workshop which are the cooperation, Diligence, Physical and Mental Hygiene and Respect. This can be seen through analysis of the results obtained as well with the observations that made by the researcher.

Practices in value during the practical work in workshops intend to avoid wastage of materials. Hence, the students also give their cooperation to all staff who are manage the workshop so that management can be implemented with proper workshop practices. The highest practice in values among students during the practice is followed with respectful, cooperation, physical and mental hygiene and diligence. The four aspects of practices are required in polytechnic students because these students will become technicians or pursue higher education, the situation in the workshop will continue to be at work or while their continue studies in the same field. Therefore, there is no difference practice in the values among students in other polytechnic.

Importance of practice in value among the students during the teaching and learning in the workshop is able to provide early exposure to the student's behavior before working in the future. In addition, students were also able to discipline themselves during the work and the equipment in the workshop

that exposed to dangerous. It can be used as input in preparation for the industry.

Proposal

Based on the analysis conducted, the researchers suggest Model of Value in Workshop: Integrated Model of Cooperation, Diligence, Physical and Mental Hygiene and Respect.

References

- Ahmad, S. (2006). *Amalan Nilai-Nilai Murni di Kalangan Guru Bimbingan dan Kaunseling dalam Perkhidmatan Bimbingan dan Kaunseling Sekolah Menengah*. Universiti Teknologi Malaysia: Tesis Sarjana.
- Buntat dan Sanapi, (2003). *Tahap Penghayatan Nilai-Nilai Murni di Kalangan Pelajar-Pelajar Sarjana Muda Teknologi serta Pendidikan Semasa Menjalankan Kerja Amali Bengkel*. Jurnal teknologi.
- Chua, Y.P (2010). *Asas Statistik Penyelidikan*. Malaysia: Mc Graw Hill.
- David L. H. dan Rilleo, P. (1994). *Education and Sociology Encyclopedia*. New York.
- Hodkinson, P. dan Issit, M. (1995). *The Challenge of Competence: Professionalism through Vocational Education and Training*. London : Cassel Education.
- Hussin, S. (1995). *Pengajaran Nilai dalam Kurikulum*. Shah Alam : Penerbit Fajar Bakti Sdn Bhd.
- Jamdan, (2001). *Do economic journal archives promote replicable research?*. Canadian journal of economic/revue canadienne d'economie volume 14, issues 4.
- Salih (1997). *Peranan Nilai Dalam Kegiatan Kejuruteraan: Antara Nilai Kepenggunaan Dengan Keuntungan*. Journal Kesturi. 7(1). 18-24.
- Tiong, K.H. (2006). *Faktor-Faktor yang Mempengaruhi Pengamalan Nilai-Nilai Murni di Kalangan Pelajar Sekolah Menengah Kebangsaan Skudai, Taman Sri Skudai, Johor Darul Takzim. Satu Tinjauan*. Universiti Teknologi Malaysia: Tesis Sarjana Muda.
- Yahya et al. (2003). *Tahap Penghayatan Nilai-Nilai Murni Di Kalangan Pelajar-Pelajar Sarjana Muda Teknologi Serta Pendidikan Semasa Menjalankan Kerja Amali Bengkel*. Jurnal Teknologi. 39(E). 63-76.