

Issues and Challenges in the Digital Training Curriculum Model for Food Processing Program Diploma in Vocational College of Malaysia

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Abstract

Generic skills are important because the work today requires workers to be flexible, initiative, and able to solve different tasks. Employees not only do certain work as before, but they are generally more service-oriented, informative and social skills are becoming increasingly important. There are several issues and challenges in developing a model curriculum for the training of Food Processing Diploma in Vocational College Malaysia which is a factor in terms of theory and practical learning, communication, and overall weakness of ethical values.

Keywords: Generic Skills, Theory and Practical Learning, Communication Skills and Weakness of Ethical Values.

Introduction

This chapter describes the issues and challenges in developing a model training curriculum for the Diploma Program in Food Processing Malaysia Vocational College.

Issues in the Training Curriculum Model

Generic skills are important because the work today requires workers to be flexible, initiative, and able to solve different tasks. Employees not only do certain work as before, but they are generally more service-oriented, informative and social skills are becoming increasingly important. Hasril, Noorazman & Norasmah (2015) states that generic skills should have in themselves an individual for making excellent human capital based on knowledge, improve productivity, and competitive attitude. According to Halim (2015), generic skills essential to the happiness and success of students to improve productivity and success in the community. According to Wong, Rosnidar & Syakirah (2015), this is not simply generic skills emphasizing a need to meet the needs of graduate skills to face the challenges of the world of work but it is an important element that should be applied to students who are in educational institutions. Ngang, Yunus & Hashim (2015) stated that soft skills also known as generic skills that are appropriate to the teaching profession, namely communication skills, critical thinking

and problem solving, teamwork skills, learning and information management, ethics and morals professional, and leadership skills.

Uk Raai, Alias, and Hasril (2014) said generic skill is an important element in meeting the human resources who are competent and meet the global requirements of the National Education Philosophy goal of a balanced human capital in terms of physical, spiritual, and intellectual. Norasmah, Hasril & Jill (2011), said the students themselves need to learn skills that will be the base or backbone of generic skills that can be carried out in preparation for polishing and enhancing the skills and competencies of students in generic skills. According to Rahayah et al. (2010), generic skills are subjective and the instrument has been produced using one of the aspects of these measurements, the guest lecturer which contains nine construct skills, the skills of teamwork, communication, leadership, critical thinking, and problem-solving, learning lifelong and information management, entrepreneurship, ethics, moral and professional, social and management. Salleh et al (2010), explain that generic skills are the skills that should be possessed by a person to function effectively while doing work according to specific skills possessed. Hasril, Norasmah & Ramlee (2009) states the generic skills include aspects of cognitive skills that involve elements related to non-academic skills such as leadership, teamwork, communication, and problem-solving.

Challenges in The Training Curriculum Model

In this study, there are many studies as indicators and evidence that the existence of some weaknesses in the implementation of the program of technical and vocational subjects Food Processing carried out in the workplace. Weaknesses are seen closely related to the elements of generic skills and creativity should be nurtured, trained and deployed to the students before they enter the industry either for work after graduation or even its mode of study that require them to be in industries such as undergo industrial training or follow the Diploma in Food Processing Vocational College program.

Theoretical and practical learning factor is the first occurrence of this problem. According to the study of Thompson (2011); Gilani and Noraini (2005), states that most of the students in the field of technical and vocational education focused on learning involving theoretical and practical only where practically carried out only involve contact with equipment and machinery. This shows that most of these students are more in touch with creatures that do not have emotions and feelings. Reviews of Faridah, Norlaila, Rozmel, and Mary (2010), who argued noted that many students in technical facing a shortage of generic skills required by the industry where such recognizes the industry urgently needs workers who have accountability, self-confidence high, capable of self-control and behavior, work ethics, work, motivation, social skills, integrity, honest, efficient, timely and flexible even acknowledged that most of these students have a piece of high knowledge. Most of the students in the field of technical and vocational education in the subject of Food Processing focus on learning which involves practical and theoretical only. This shows that most of these students are more in touch with creatures that do not have emotions and feelings.

The weakness factor of communication is the second factor that needs to be addressed and taken into account. A study conducted by Ridzwan et al. (2015), stated that graduates in the field of Life Skills and Agricultural Science at Sultan Idris University of Education are weak in terms of communication skills especially in English, problem-solving

skills, technology use skills, and creative and critical thinking skills. The education-based program offered by any Institution of Higher Learning is now an open market program, hence the need to identify generic skills indicators that need to be mastered by graduates in the field of education. This is important so that all Institutions of Higher Learning that offer educational programs can strengthen the program curriculum through the integration of generic skills required by the industry. The weakness of communicating with others is quite common to students.

The ethical factor of value is the third factor that needs to be overcome in technical students who take the subject of Food Processing. In line with the views of Azreen and Maisarah (2015) who stated that most technical students who study at the undergraduate level and below in Malaysia have low values and ethics when compared to students in the social sciences. This controversy and problem occur because students are very vulnerable to bad attitudes as a result of associating with every social layer of employees in their place of study. So there is a logic that this association contributes to the collapse of values and morals to students who follow the learning process in the industry. However, this polemic and controversy are debatable because there are studies that show that the learning process in the workplace is seen to have a very positive influence on communication.

Conclusion and Future Agenda

In conclusion, this study is to examine the issues and challenges in developing a model curriculum for the training of Food Processing Diploma in Vocational College. The study found that administrators in vocational colleges still use conventional means and are still weak in implementing elements of generic skills and values in students. The training curriculum model is expected to help improve the effectiveness and quality of generic elements in cultivating and the lecturers and students of the Diploma Program in Food Processing Vocational College, Malaysia.

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