



Interest in Awareness of the Application in Tahfiz School Students to Technical and Vocational Education Programs

Amir Faisal N Yakim, Mohd Khata Jabor, Azlan Abdul Latib

Abstract: *Interests are important in the application of Technical and Vocational Education to students of tahfiz schools so that when they graduate from tahfiz schools with specific skills to apply later. This study has an important component aspect of Interests. This study was conducted by five tahfiz schools around Johor Bahru district. A total of 187 respondents comprised of the institution from the age of fifteen to seventeen. The instrument used in this study was through the questionnaire form which was distributed to obtain the information needed to carry out this study. All data were obtained using Statistic Package for Social Science (SPSS) version 25 software to obtain and measure the percentages, mean, and standard deviations with a high mean score of 3.75. The purpose of this study was to study the level of awareness of the application of technical and vocational education to students of tahfiz schools.*

Keywords - Interest, Application, Tahfiz School, Technical and Vocational Education, Career Opportunities.

I. INTRODUCTION

Technical Education and Vocational Training (TVET) is a hot topic for the people of the country. With the advent of TVET, it aims to make Malaysia a thriving country with a wealth of human capital with the skills, creativity and innovation that can serve the needs of the 21st century market and economy. The country's economic transformation leading to the technology and services industry saw high demand for skilled and semi-skilled labor. Technical and vocational-based education contributes to the increasing efforts of these resources (Khairudin, 2017) [7] as well as the fourth industrial revolution, TVET also plays an important role in this industry as TVET is expected to address economic, social and environmental demands. Individuals especially youth can develop their skills and meet job requirements (Riod, 2017) [12]. According to (Salah El-Sabaa, 2001) [14] has elaborated a comprehensive and comprehensive definition of technical skills refers to knowledge and competence in a specific activity According to

(Sharpe, 1998) [15] provides insight into the specific technical skills required by employers to their employees. Therefore, appropriate curriculum needs to be designed to increase the level of productivity of employees in the future. According to a study conducted by (Laughton, 1996) [8] related to the skills that graduates need to have that are developed for students. Technical and vocational-based education contributes to the increasing efforts of these resources (Khairudin, 2017) [7] as well as the fourth industrial revolution, TVET also plays an important role in this industry as TVET is expected to address the economic, social and environmental demands of individuals especially youth can develop their skills and meet job requirements (Riod, 2017) [12]. The Ministry is constantly striving to enhance the National education system in ensuring that graduates are competitive and in line with today's and future needs. In line with this, the Malaysian Education Plan (Higher Education) was developed by the people to the people and pushed Malaysia as a high income earner. There are ten spikes outlined in the PPPM and in the fourth spike are Technical Education and Quality Industry Training. Whereas, under the Economic Transformation Program (PTE), Malaysia needs more than 2.5 times the TVET enrollment by 2025. This is because by 2020 TVET employment opportunities are expected to be needed in 12 key sectors of the National Economic Area (NKEA). In line with this, tahfiz students are also one of the jewels of the millions who need to be polished in the development of human capital that is expected to meet the skills of skilled or semi-skilled with modern State. In providing technical education and training for TVET industry at Tahfiz School it plays an important role as the students of Tahfiz are not only experts and professors in Islamic science such as interpretation, Quran, hadith, feqah, monotheism, moral code, mantiq, balaghah, interpretations etc. but students are proficient in TVET. In line with the demands of the job market aspiring to increase the technical workforce, the government through the Ministry of Education Malaysia implemented the subject of Life skills in all public secondary schools in 1989. Life Skills are a subject in the Secondary Integrated Curriculum (KBSM) designed to produce an experience that enables technology-savvy students and provides hands-on experience in handling hand tools and materials (zati iwani, 2011). Interests are tendencies that play an important role in the teaching and learning process. Individuals should be interested in what they are learning and will demonstrate excellent achievement in the subject matter. In the process of selection, interest is a very important matter as has been suggested by (Holland, 1973) [5]

Manuscript published on November 30, 2019.

* Correspondence Author

Amir Faisal N Yakim*, Faculty Of Science Social and Humanities, Universiti Teknologi Malaysia, Skudai, Johor Bahru, Malaysia.

Mohd Khata Jabor, Faculty Of Science Social and Humanities, Universiti Teknologi Malaysia, Skudai, Johor Bahru, Malaysia.

© The Authors. Published by Blue Eyes Intelligence Engineering and Sciences Publication (BEIESP). This is an [open access](https://creativecommons.org/licenses/by-nc-nd/4.0/) article under the CC-BY-NC-ND license <http://creativecommons.org/licenses/by-nc-nd/4.0/>

in his study that career choice is influenced or driven by one's interest in someone whose interest also leads to the understanding or impulse of the individual. Interest also brings the sense that where something is wanted, a tendency according to (Hashim Andimori, 2000) [4] can be regarded as a motivating variable.

II. BACKGROUND RESEARCH

In reaching modernity, education is an important agenda in the lives of individuals (Ismail Zain, 2002) [6] The importance of TVET among tahfiz students is very important in order to be competitive in the age of globalization and to balance the knowledge of the world and the hereafter. In addition, at present Malaysia requires high skilled and semi-skilled labor to enable the process of developing the country to be on the move, smooth and efficient. Developments in the field of tahfiz have been formally initiated by the Central Government since 1996. At that time, establishing classes on memorizing Quran and Qiraat knowledge at the National Mosque, The establishment of this class was based on the instruction of YTM Tunku Abdul Rahman Putra al-Haj, Prime First Minister of Malaysia. Implementation of the program has been a source of support and encouragement from all parties. In fact, the Islamic community at that time sought to improve the reading quality of the Quran (Wan Muhammad Adbul Aziz, 1995) [16] efforts undertaken by the earliest scholars in the field of Quranic education in particular in the field of tahfiz became the platform for the development of tahfiz education in the past today (Murihah Abdullah et. all, 2015) [10]. The development of tahfiz education in most states in Malaysia is moving at its own pace based on the emergence of private tahfiz schools and people's tahfiz schools. As a result, each state or administration of the tahfiz is too free to use any curriculum and teaching method from any State in accordance with the taste and educational background of the individual teachers (Aznil Hashim, 2010) [3] causing the tahfiz teachers to teach based on their experiences without following a specific method. Therefore, the system of study implemented is not guided by a specific and orderly method of teaching (Wan Muhammad, 1995) [16]. The steps to re-branding tahfiz flow research by incorporating TVET curriculum as an additional stream of knowledge related to the study of the Quran are timely and in keeping with the progress of the current education system. Through the teaching of TVET related subjects as well as the curriculum of Quranic study will produce holistic, stable and balanced individuals. The introduction of TVET will provide the opportunity for tahfiz students to gain knowledge in technical education and vocational training at an early age (Noh, 2017) [11].

III. RESEARCH OBJECTIVE

The objective of this study was to study the interest in awareness of the application of Tahfiz School students to technical and vocational education programs.

IV. METHODOLOGY

In conducting this study, the researchers discussed with the guidance counsellor about the problems encountered and the procedure for conducting the process of obtaining feedback from predetermined respondents from the actual population.

Researchers also made reference to the faculty's resource centre to look at how previous studies were written along with relevant theories. After referencing a valid reference source, the researcher will create a questionnaire consisting of elements and components to be studied. Subsequently, the researcher distributed the questionnaire to the students, students aged 15 to 17 years old at the Johor Bahru district tahfiz school. Subsequently, the researcher collects all the questionnaire forms which have been distributed and makes the process of collecting the information resulting from the questionnaire.

Next, the researchers analyze the data obtained and draw conclusions based on the results of this study. This study is a quantitative study of the techniques of generating statistics that fit the questionnaire form. This study will be conducted at tahfiz schools in Johor Bahru district. Among the schools studied are Madrasah Tahfiz Al - Quran Sidi Ibrahim Ar-rashid, Maahad Al-Syatinie Johor Bahru, Maahad Tahfiz Al-Akhyar, Madrasah Tahfiz Al-Iman and Madrasah Tahfiz Al-Iman. For the study population is centered on students aged fifteen to seventeen who are students of Forms three, four and five and the total number of this study is 360 people and involved 187 respondents based on actual number of questionnaire forms distributed through the table. Krejcie morgan. Krejcie and Morgan (1970) formulas. It is used to determine the sample size of a study. This formula is suitable for this study because it can provide an accurate amount in terms of the sample size of the study. Using the Krejcie & Morgan formula, the researchers were able to determine the appropriate sample size for this study based on the known population size. To ensure the validity of each item, the researchers obtained a review and validation of each item of questionnaire from two senior lecturers of the University of Technology and social science faculty of Universiti Teknologi Malaysia. Through this process several modifications to the items have been made to ensure the validity of the questionnaire items are appropriate for this study. Through a pilot study, When the item was measured as a total of 8 items the reliability of the questionnaire was 0.81 according to Cronbach's alpha test. Whereas for the analysis of SPSS software analysis and translated in Percentage, mean and standard deviation. Scale likert five eyes. Based on the five-point likert scale classification, it is possible to categorize the mean range for each category of eyes that you want to analyse in the study analysis. The categories for the mean range can be described in table 1.

Table 1 Min ranges by Category

| Level | Mean ranges |
|--------------|--------------------|
| Low | 1.00 – 2.33 |
| moderate | 2.34 – 3.67 |
| High / Good | 3.68 – 5.00 |

V. FINDINGS

Responding to this study were 187 respondents who were distributed to tahfiz schools in Johor Bharu district and the findings of this study about interest in the field of awareness of the application of Technical and vocational Education (PTV) to tahfiz students.



Table 2: Distribution of Respondents From Aspects of Interest

| Bil | Item | Mean | Level |
|-----|--|------|----------|
| 1 | I am very interested in areas such as Construction Technology / Automotive / Electrical Technology / Business Management / Catering (TVET) | 3.9 | High |
| 2 | I interested doing TVET related work | 4.09 | High |
| 3 | I interested to use my skills in TVET | 3.99 | High |
| 4 | I interested doing crafts like TVET | 3.74 | High |
| 5 | I interested working in the field as much as in TVET | 3.78 | High |
| 6 | I interested doing business to earn extra income | 3.83 | High |
| 7 | I am willing to take risks in business | 3.65 | moderate |
| 8 | I would love to attend a class if a tahfiz school opens a TVET related class | 3.8 | High |

| | |
|--|--|
| | Total mean high |
|--|--|

VI. DISCUSSION

Based on the Table above are the respondents' distribution of interest from the perception of tahfiz school students. The results show that the overall mean score is at a high level of 3.85. Item 2 which I like to do with TVET related work shows a high level of mean reading reading of 4.09 which shows that 33.2% of respondents agree to do TVET related work. willingness to bear the risk in the trade shows the lowest mean reading of 3.65 but still with a moderate mean score of 44.9% respondents still agree to be willing to risk the trade. Comparison of the four findings of the study showed that the interest level was 3.85 compared to other aspects through the level of student awareness of technical and vocational education (TVET) among students of tahfiz. In addition, this aspect of interest is also at a high level. Based on the findings from the questionnaire, the students responded positively or agreed to any aspect of interest in technical and vocational education among tahfiz students. Overall, all 8 items were items 1 through 8 in the interest area where the researcher wanted to see how well the respondents were interested in the level of awareness of technical and vocational education. According to (Robbins, 1988) [13] interest is the focus of our observation, because one's interest is different from that of another. What we see in a person is different from what others feel. Among the aspects of interest that the researcher created were interest in TVET, job creation related to TVET, skills use, craftsmanship, fieldwork and interest in attending skills classes where the mean value of each item was 3.90, 4.09, 3.99, 3.74, 3.78 and 3.80. According to (Lim, 1994) [9] our country is rapidly transforming industrialization. This shows that Malaysians need a large number of skilled and semi-skilled workers to meet the needs and demands of the industry in Malaysia and therefore students of tahfiz schools can also venture into the field of interest which in this study also shows that students of tahfiz schools are highly motivated and strongly agree. In addition, according to the report of the First Malaysia Master Plan the country's demand sector requires 12,000 skilled engineers and technicians. However, according to a study (Ahmad Zaini, 2005) [2] which found that 80,000 technical graduates are still struggling and that technical graduates are largely dependent on academic qualifications. Thus, with the availability of skills classes and government-recognized skills certificates, tahfiz students can also compete in the technical field. Also, according to (Holland, 1973) [5] career choices are influenced by or motivated by an interest in a person whose interests also lead to a person's understanding or motivation. Further, the researcher also created entrepreneurship items in the interest of business risk appetite and business to earn side income which mean 3.65 and 3.83 respectively. Researchers have created this item because entrepreneurship is also part of Technical and Vocational Education and researchers have submitted this item so that there is no bias between men and women.

Interest in Awareness of the Application in Tahfiz School Students to Technical and Vocational Education Programs

According to (Laughton, 1996) in relation to skills that need to be acquired there are two categories of skills that are studied: 'soft skill' and 'hard skill' where 'soft skill' consists of management and self- development, working with others, communicating, solving problem. The 'hard skill' consists of the skills applied through technology, technical, design and metaphysics. In addition, according to (Abu Bakr, 2005) [1] entrepreneurship involves the task of an entrepreneur - taking risks and investing resources to produce something new or create a market and new ways of doing things.

VII. CONCLUSION

In conclusion, career aspirations are important and are a research step as they involve the investigation of relevant information in the world of work including passive or active. Because it can be passive through reading and active through initiating and participating in activities for information. The availability of skills education will further enhance the interest of tahfiz students. In conclusion, the interest in the level of awareness of technical and vocational application among students of tahfiz schools in Johor Bahru district is high and according to Adam Othman (2010), skilled labor is a fundamental condition for ensuring the economic growth of the country. It is clear that tahfiz students are also interested in the skills field if they are given the opportunity

ACKNOWLEDGMENT

This work was supported by the fundamental Research Grant Scheme (FRGS) Grant no. R.J13000.7831.4F843

REFERENCES

1. Abu Bakar, H. d. (2005). Kerangka Keusahawanan dari perspektif Islam. Prosiding Seminar Keusahawanan Islam Peringkat Kebangsaan.
2. Ahmad Zaini. (2005). Students and Employers as Customers of Multimedia College. Proceedings of National Seminar. The development of Technology And Technical-Vocational Education And Training In An Era of Globalization: Trend and Issues."
3. Azmil Hashim. (2010). . Penilaian Pelaksanaan Kurikulum Tahfiz Darul Quran dan Maahad Tahfiz al-Quran Negeri. Tesis Ijazah Doktor Falsafah.
4. Hashim Andimori. (2000). Faktor-faktor Yang Mempengaruhi Pemilihan Jurusan Kejuruteraan Awam Di Kalangan Pelajar UTM. Projek Sarjana Muda UTM.
5. Holland, J. L. (1973). Making vocational choices. Baltimore, MD: Johns Hopkins University.
6. Ismail Zain. (2002). Aplikasi multimedia dalam pengajaran. utusan Publications dan Distributors.
7. Khairudin, N. A. (27 Oktober 2017). TVET lahir belia berdaya saing. Berita Harian.
8. Laughton, D. d. (1996). Core Skills In Higher Education. The Student Perspective. Education & Training, 17-24.
9. Lim, L. Y. (1994). More companies rely on employee. korea: Business Korea.
10. Murihah Abdullah et. all. (2015). Pendidikan Tahfiz di Malaysia: Satu Sorotan Sejarah. International Conference on Islamic Education and Social Entrepreneurship.
11. Noh, M. A. (2017). bidang pendidikan teknikal. penerbitan utusan.
12. Riod, R. (2017). (B. Harian, Ed.)
13. Robbins, S. P. (1988). Organization Behavior, Concepts, Controversies, Application, . Englewood Cliff.
14. Salah El-Sabaa. (2001). The Skill And Career Path Of An Effective Project Manager.
15. Sharpe, P. (1998). Sugar Cane. Past and Present.
16. Wan Muhammad Adbul Aziz. (1995). Ke arah penyelarasan sistem pengajian tahfiz Al-Quran di Malaysia. Jurnal Institut pengajian Tahfiz al-Quran, Bil 1. 1-8.

AUTHORS PROFILE



Amir Faisal N Yakim is a Master in Philosophy in Technical and Vocational Education at Universiti Teknologi Malaysia (UTM). amirfaisalny@gmail.com



Mohd Khata Jabor is an Associate Professor in Department Of Technical and Vocational Studies, School of Educati, Faculty of Science Social and Humanitirs , Universiti Teknologi Malaysia (UTM). mkhata@utm.my



Azlan Abdul Latib is an Associate Professor in Department Of Technical and Vocational Studies, School of Educati, Faculty of Science Social and Humanitirs , Universiti Teknologi Malaysia (UTM). p-azlan@utm.my