

Services Learning Students Disabilities In TVET Education: Implementation In Community Colleges in Malaysia

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Abstract—TVET for Students with Learning Disabilities in Malaysia Community College faces several challenges since majority of the content of the courses is practical-based. This paper reviews best practices in the implementation of Special Skills Certificate in teaching and learning as well as research on its effectiveness in Community College that integrates the students, environment and lecturer who is expertise in TVET. Its consisted of the lecturers who are teaching this programed. Observation and interview were used as the instruments for data collection. Results showed that the environment variable, lecturers and students themselves play an important role in the success of the Special Skills Certificate in community colleges. Findings indicated the challenges in delivery techniques for students with learning disabilities. Community College need to be upgraded in facilities and increase the number of Special Skills Certificate at community colleges throughout the country so that these opportunities can be enjoyed by all students with disabilities.

Keywords—TVET; Learning Disabilities; Services Learning; Community Colleges in Malaysia

I. INTRODUCTION

Malaysia is actively improving its efforts to achieve a high income forward state status ahead of 2020. The Government in RMK-10 has decided that the training and technical and vocational education important to consider to realise a high income economy. This desire be achieved if employees' skills; especially school leavers was at the highest level when they venture into the realm of employment.

Indirectly; this is the responsibility of Community College to improve the quality of education to improve the skills and competency of graduates towards meeting the needs of the industry. Special emphasis is given to the development of human capital through the establishment of the TVET to realize the high income economy. From the aspect of emphasizes holistic human development; focusing on the community college education system instilling positive values in the curriculum or student activities.

Community College provides an alternative route to leavers of secondary formal education to pursue training and education in the field of technical and vocational fields. Phase of empowerment Community College is a process to improve the achievement of the institution's Community College as the leading supplier of TVET and life-long learning hub which TVET in the prime stream and extended in order to improve the image of community colleges from the perspective of the general public.

Semicolon less from this community empowerment agenda; Ministry of higher education can be implemented with more planned; focused and create competitive and outstanding potential to put the country in the international arena. Community colleges produce human capital knowledgeable; trained by also incorporating a student's development as a whole to enhance socio-the people in this country. Mobilization is everyone's energy and efforts on an ongoing basis Community College will strengthen the relevance and the position of the community college system of study in the region[1].

The Disabled People (OKU) are groups that have never been neglected in the development and progress of the country. Like any other group of people; the contributions of the OKU to the nation's economy have never been denied [2].

In the employment sector; OKUs are categorized as outsiders who have the potential to be employed in the public and private sectors. The government's concern for the welfare of the disabled can be seen through some of the schemes offered; among them the Disabled Business Support Scheme (SBGP-OKU) for the purpose of advancing their economic sector.

The scheme is provided in the form of grants to help small business entrepreneurs develop business so as to provide employment opportunities for many other disabled persons where allocation of RM 22 million has been provided as aid capital for the disabled through the Ninth Malaysia Plan (RMK- 9). In addition; a Disability Employment Scheme (SPOKU) was introduced by the Labor Department. The scheme was introduced in line with the

Convention on the Rights of Persons with Disabilities established under Section 29 of the Disabled Persons Act 2008 [3] where disabled persons have the right or opportunity to obtain employment such as those who work.

The success of higher education provides a lifelong impact on self-reliance for disabled people [4]. Through higher education; these groups have the opportunity to improve their knowledge; develop social skills; gain academic qualifications and have the opportunity to generate

disabilities and requires knowledge and skills to live their lives. These approaches enable them to be more independent while raising household income while making disabled people in Malaysia more potential [12]. There are seven (7) programs for the Special Skills Certificate implemented at several community colleges throughout Malaysia:

1. Certificate in Basic Creative Needlework
2. Certificate in Basic Information Technology
3. Certificate in Basic Photography
4. Certificate in Basic Food Processing
5. Certificate in Basic Pastry
6. Certificate in Basic Landscape
7. Certificate in Basic Culinary

A. Learning Disabilities

Learning Disabilities refer to a number of conditions that might affect the acquisition; organization; retention; understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning [5]. As such; learning disabilities are distinct from global intellectual disabilities [6].

LDA of KY has defined learning disability as a neurobiological disorder in which a person's brain works or is structured differently [15]. These differences interfere with a person's ability to think and remember. Learning disabilities can affect a person's ability to speak; listen; read; write; spell; reason; recall; organize information; and do mathematics.

A learning disability can't be cured or fixed. With the right support and intervention; however; children with learning disabilities can succeed in school and go on to successful; often distinguished careers later in life [15]. Parents can help children with learning disabilities achieve such success by encouraging their strengths; knowing their weaknesses; understanding the educational system; working with professionals and learning about their strategies for dealing with specific difficulties [7].

To improve understanding of learning disabilities; researchers at the NICHD and elsewhere are studying areas of the brain and how they function [13]. Scientists have found that learning disabilities are related to areas of the brain that deal with language and have used imaging studies to show that the brain of a dyslexic person develops and functions differently from a typical brain. Factors that affect a developing fetus; such as alcohol or drug use; can lead to a

their minds. All of these experiences are important in their efforts to empower them.

B. Special Skills Certificate in Community College

To meet the requirements of the New Economic Model which emphasizes the inclusiveness aspect of all societies; the Community College takes the initiative to offer Special Skills Certificate. This program is developed based on the needs of students with learning disability [14]. Other factors in an infant's environment may play a role as well. In addition; children who do not receive the support necessary to promote their intellectual development early on may show signs of learning disabilities once they start school. (Eunice Kennedy Shriver National Institute of Child Health and Human Development).

C. Common Learning Disabilities

1. Dyslexia - a language based disability; in which a person has trouble understanding words; sentences; or paragraphs.
2. Dyscalculia - a mathematical disability in which a person has a difficult time solving arithmetic problems and grasping math concepts.
3. Dysgraphia - a writing disability in which a person finds it hard to form letters or write within a defined space.
4. Auditory and Visual Processing Disabilities - sensory disability in which a person has difficulty understanding language despite normal hearing and vision.
5. Attention Deficit Disorder - is an inability to control behavior as a result of difficulty in *processing sensory stimuli*.

C. Research Objective

This study was conducted to identify the effectiveness of TVET among students with disabilities at community college.

1. To identify the relationship among lecturers with the effectiveness of the implementation of TVET Teaching and Learning among students with disabilities at community college.
2. To identify the effectiveness of the environmental factors in TVET Teaching and Learning among students with disabilities at community college
3. To identify the effectiveness of disabled students on TVET Teaching and Learning among disabled students in community college

D. Research Question

1. Are there any links between lecturers and the effectiveness of the implementation of TVET Teaching and

Learning among students with disabilities in community college?

2. Does the environmental factor affect the teaching and learning of TVET among students with disabilities in community college?

3. Is the student with disabilities to affect TVET Teaching and Learning among disabled students in community college?

II. METHODOLOGY

A. Research Design

The design is a descriptive study that examines the perception of Special Skills Certificate lecturers on the effectiveness of TVET among disabled students in Community College. Qualitative approaches with interview methods have been conducted.

B. Population and Study Sample

The study involved 7 lecturers from 7 community colleges who conducted 7 Special Skills Certificates namely Certificate in Basic Culinary at Selayang Community College; Certificate in Basic Creative Needlework at Kuching Community College; Certificate in Basic Information Technology at Sungai Siput Community College; Certificate in Basic Photography at Paya Besar Community College; Certificate in Basic Food Processing at Jelebu Community College; Certificate in Basic Pastry at Bayan Baru Community College and Certificate in Basic Landscape at Community College Community College.

C. Study Instrument

Researchers use interview instruments to collect research data. Interviews are based on the following 3 variables:

TABLE 1 INSTRUMENT

Variable	Item
Lecturer	Special Skills
	Teaching experience
	Number of lecturers (ratio to student)
	Method of Learning and Teaching used
	Assessment Method used
Environment	Basic Facilities such as Toilet; Wheelchair Chair and others
	Learning aid
	Special Equipment or Equipment in Teaching and Teaching sessions
Students	Discipline
	Interest
	Attitude
	Exam result
	Disabled Allowance

III. FINDINGS

A. Lecturer

The findings show that lecturers play an important role in the effective implementation of Learning and Teaching where all lecturers for this program have a Special Education Certificate. For Selayang Community College who also accept Deaf and Mute students as well as Learning Disabilities; lecturers for this program have additional Sign Language skills. There was no specific factor in the selection of lecturers; before which the program was held; community colleges were involved in opening offers to lecturers who were interested in teaching the Special Skill Certificate. This method is aimed at facilitating learning and teaching tasks because the lecturers who accept the offer are seen to have an interest in education for students with disabilities as well as having experience managing disabled students. There are also community colleges that set the requirements to have teaching experience to teach the Special Program. The lecturer is then sent to the Special Skills Training or Trainer course or Special Education Certificate Course before teaching the Special Program. The lecturer ratio to the student is 1 lecturer for 4 students; so 2 lecturers are required for each class with 10 students. Community colleges also make maximum number of students in the classroom at any one time for up to 10 to 14 people. The Learning and Teaching Method used is to demonstrate and visual presentation before students undergo practical training either individually or in groups. Methods of 'personal approach' are also used for students who are left out. In terms of assessment methods; 100% of the practical components are used for technical subjects while the theoretical components of the General Studies subjects are Malay; English; Islamic / Moral Education and Entrepreneurship.

B. Environment

There are community colleges that provide special facilities for disabled students such as toilets even though the Learning Disabilities students do not belong to the disabled category of physical members. Due to the lack of wheelchair or ramp access facilities; community colleges currently define the intake of students with disabilities subject to students with Learning Disabilities with perfect physical members.

In terms of Teaching Aid; there are programs that require additional ABM compared to typical students ie the Creative Stitch Basic program; which is for the topic of suture stitching; should be made of real mattress for the purpose of stitching the sheets and real windows for curtain size. For other programs; no additional equipment and tools are needed as these students are seen to be able to handle equipment as typical students. For the Creative Stitch Basic program; students do not use heavy duty machines instead of using portable 'portable' machines and domestic machines such as home use. This is to facilitate students to apply home-based learning.

C. Students

The majority of Learning Disabilities students have a high discipline of time to attend classes right at the scheduled time. Percentage of attendance is high except absent due to health problems. They also have a deep interest in the programs taken while having high attitudes such as listening to instruction; focusing in class; respecting lecturers and maintaining good learning equipment. This student is able to give a good commitment within 8 hours of the Teaching and Teaching session. However; lecturers need to be creative in each of the Learning and Teaching activities to prevent bored and tired learners who allow them to lose focus and regularly go out to the toilet.

The results of the examinations and assessments are also in good percentage and all students for this program pass all the subjects taken. Practical components in exams and assessments provide an opportunity for these students to graduate because prior to the assessment session; lecturers will first demonstrate before the students answer the practical question. There are students in the Culinary Basic Certificate course at the Selayang Community College which earned the Average Value Points (CGPA) 4.00. This indicates that students with disabilities are also capable and academically excellent.

IV. DISCUSSION AND SUGGESTION

This chapter presents results of this research according to the research objectives. It contains theoretical and practical contributions; implications; as well as limitations of this research and provides suggestions for future research.

The present study indicates that there a lot that needs to be done in the area of services for students with special needs in Malaysia. As a Malaysian citizen; disabled students have social rights to gain access and equity in education. The guarantee of access and equity in education is one of the key ways to empower disabled students in our country. Unlike other students who have no disability; disabled students need a friendly environment that is OKU and the support services of instructors to help them undergo optimum study [8]. Citing the sources of the Ministry of Women; Family and Community Development; among others; the implementation of the Disabled policy includes accessibility to ensure the provision of barrier-free environment including indoor and outdoor facilities; workplaces; residential areas and public spaces [15]. Education is also one of the Disabled Policies which is to increase the accessibility of OKU to education at all levels; including lifelong education.

Consequently; the main goal of this study is to identify the effectiveness of TVET among students with disabilities at community college. The main achievements of this research will be discussed based on three categories as in the following subsections. The findings show that environmental variables; lecturers and students play an important role in achieving the Special Skills Certificate in community colleges. These three factors contribute to the effectiveness of the implementation of TVET Teaching and Learning among students with disabilities at community college [12].

A. First Research Objective

To identify the relationship among lecturers with the effectiveness of the implementation of TVET Teaching and Learning among students with disabilities at community college. Lecturers who have the interests and experience in managing disabled students are a key factor in successful Learning and Teaching sessions. Special Skills such as Sign Language Skills and Special Education Skills are seen as value added. Lecturer needs a special skills and teaching experience for student disabilities; number of lecturers (ratio to student) also need to know; method of learning and teaching used for students and also the assessment method used.

B. Second Research Objective

To identify the effectiveness of the environmental factors in TVET Teaching and Learning among students with disabilities at community college Environmental factors also affect TVET Teaching and Learning among disabled students in community colleges by providing basic amenities; appropriate teaching aids; including visual presentations. All respondents stated that students with Learning Disabilities were more interested in visual presentations for all subjects [9]. Students with disabilities were also influenced by TVET's Teaching and Learning which had a profound interest in addition to the high level of discipline and attitude that enabled this special program to succeed. The environment from the basic facilities such as toilet; wheelchair chair and others; learning aid and also special equipment or Equipment in Teaching and Teaching sessions need to deeply review for the students disabilities in community college.

C. Third Research Objective

To identify the effectiveness of disabled students on TVET Teaching and Learning among disabled students in community college. Recruitment statistics for students with disabilities for this special program show a high percentage and remarkable performance. With a maximum of 14 people taking up a class; community colleges are involved in conducting screenings and interviews to select students who are truly eligible to continue their studies at community colleges. Among the selection criteria include the mastery of 3M's skills of reading; writing and counting as well as achievement at the sport level [11]. The high demand of students with disabilities towards the TVET program at community colleges shows that the program is very relevant and sustainable [10]. Disabilities students in community college show there are discipline; interest with the study; good attitude; the exam result are good with excellent.

V. CONCLUSION

The researcher recommends that the number of lecturers be added to the Special Program Certificate besides requiring Student Assistants as provided in the Special Education schools [8]. Additionally; the facilities and infrastructure for disabled students are enhanced to increase the number of Special Program Certificates in community colleges throughout Malaysia so that these opportunities can be achieved by all students with disabilities [8].

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