

Work Based Learning (WBL) Attainment among Students of Diploma in Video and Film Study from Politeknik Metro Tasek Gelugor (PMTG)

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Abstract: Industrial Training is one of the polytechnic education curriculum course in Malaysia. Students undergoing Diploma in Video and Film Studies (DDV) programme at the Politeknik METrO Tasek Gelugor (PMTG) are required to undergo Work Based Learning (WBL) Mode in creative industries related to video and film production whether in the private or government sector. This study aims to identify the level of achievement of DDV students while undergoing Work Based Learning Training. The respondents of this study consist of 30 DDV students, the first PMTG cohort who are currently undergoing WBL training from November 2016 to September 2017. This study is conducted to evaluate aspects such as trainee commitment, work environment, supervision and technical skills. The instrument used to obtain the data is through the questionnaires which is divided into 5 sections (A-E). The data obtained were analysed descriptively to obtain the highest percentage of agree and the highest positive percentage value of four. The results showed that DDV PMTG students were at a high level of generic skills achievement. The analysis also found that DDV PMTG students are able to undergo WBL successfully and can complete the course syllabus which has been established in the most effective way.

Key words: *Work-Based Learning, commitment, workplace atmosphere, supervision and technical skills.*

INTRODUCTION

Politeknik METRO Tasek Gelugor (PMTG) for the first time offers a Diploma course on Video and film Studies. This programme is designed to equip students with creative knowledge and skills in video and film production of related industries such as entertainment multimedia, infotainment and edutainment. This programme focuses on the technical application of video and audio. This programme is designed for Politeknik METrO focusing on Work-Based Learning (WBL). This is two a and a half years programme comprising of three semesters of course work in campus and two semesters of WBL at industry. Students are prepared for their future role in the economy by building a solid foundation and the essential skills related to the diverse field of creative industries. They can communicate effectively and positively compete in team work beside being proactive and accountable with less supervision.

In order to ensure that the objective of the program is achieved, PMTG needs to ensure that the objective of the WBL training is reached. WBL's objectives is to

expose students to the types of jobs, the environment and working environment in industry and organizations as early as possible. Student of Diploma in Video and Film Studies, DDV at PMTG is required to follow WBL for 1 year which is equivalent 2 semesters. WBL will be carried out while students are in semester 4 and 5. Students' performance will be evaluated by employers, mentor lecturers and assessor lecturers. Each employer will submit a feedback form regarding student performance through the student assessment form. This study was conducted to:

- (i) Review the level of student achievement during WBL.
- (ii) Review the supervision implemented during WBL
- (ii) Review the capability of student's technical skills of during WBL.

To examine the effectiveness of WBL, some research questions have been made:

- (i) How good are the student's commitment during WBL?

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- (ii) How is the workplace atmosphere?
- (iii) How effective is the supervision by academic supervisor?
- iv) What is the student's skill level on the technical aspect?

The findings of this study could be used to assist certain parties such as, lecturer, academic advisor and the department of Industrial Relations and Training in PMTG to identify the level of student performance while undergoing WBL. This includes expanding the implementation of curriculum with real learning environment in the industry.

LITERATURE REVIEW

According to Mohd Noor [1] through training programs, the knowledge, skills, attitudes and personal values of an employee can be enhanced in line with the demands of changes taking place in their field of work. However, it is important for a student to choose an organization or firm which studies the field studied at Polytechnic, so that their level of knowledge is not missed from the proper field. According to Yahaya and Hashim [2] the choice of training place or firm to place the students should follow their specialization in Polytechnic. Alignment of places with courses will help students to effectively implement industry training. It is the practice of most Private Higher Institutions of Higher Learning and Private Higher Education Institutions to require their students to undergo the industrial training in any industry related to the field to expose their work experience before graduating. In the A Briefing on Work-based Learning report by Gary [3], the WBL approach links academicians with the real world of various fields beyond the academic world. This opinion is backed up by the Ministry of Human Resources report also pointing out that teaching staff at vocational and technical training institutions need to have the latest knowledge, industry-oriented and experience working in the industry. This integration approach helps students build a solid foundation for success in education and career - as well as life. By linking learning with student interests and employment preparation contributes to high graduation rates, raising institutional enrolments and high income generation potential. WBL offers opportunities and benefits not offered by the school-based program [3]. Hard skills, technical expertise and tacit knowledge. WBL is a very effective modality for developing expertise and the kind of skills and competence that are highly relevant to a particular profession and a specific workplace. Because of the close relationship between learning and real-life work processes and the nature of the WBL process (learning by observing and doing), the development of technical skills and disciplinary knowledge goes hand in hand with the acquisition of implied knowledge (know-how

or procedural knowledge) in any job, whether academic or non-academic. Shayne D. Baker [4] stated that the application of effective WBL approaches has the potential to create a much larger flow of learners from experiential and vocational backgrounds into undergraduate programed and onto higher education programmed using a consistent and effective pedagogy. According to Rebecca Moyer [5] Work-based learning allow students to practice the knowledge and skills they acquire in the classroom within a “real-world” business or industry setting. High-quality work placements reinforce school based instruction by providing students with a context for applying academic theory with technical skills, and an authentic backdrop for learning the career-readiness (also described as employability) skills valued by employers.

METHODOLOGY

The instrument is a questionnaire which consists of five parts, A to E (Appendix A. 1). The main point of this survey is to measure level of student achievement during WBL and to identify the level of skills among students during WBL.

3.1 Target group / Limitation of study

The sample was only concentrated on the first batch DDV students at the PMTG session in June 2016 until September 2017. A total of 31 students currently enrolled in DDV programs consisting of 21 female students and 10 male students.

3.2 Research Methods

a) The survey question using the Likert Scale of four options is used for students to state the level of consent of each item submitted. Students are required to state their level of consent to the item submitted either Strongly Agree (4), Agree (3), Disagree (2) or Strongly Disagree (1). Data analysis is using online google form.

FINDINGS

Section A

Table 1. Respondent background

Gender	Female	Male
	21	10
Race	Malay	Indian
	29	2
Practical institution	Government sector	Private sector
	9	22

Table 1 shows the respondent background. Respondents are consist of 31 DDV students, the first PMTG cohort who are currently undergoing WBL training from

November 2016 to September 2017. There are 21 female students and 10 for male students. 2 Indian students and 29 are Malay students undergoing in the private and government sectors all over peninsular Malaysia.

$$\beta = 20^\circ$$

Table 2. Business/ service field

Commercial production	16
Public service announcement	8
Broadcast	8

Table 2 above shows the placement of the WBL students. The business and service field related to the diverse field of creative industries. All the institution and organization selected by the approval of the Industrial Training in PMTG. PMTG as a training provider has signed the MOU to these selected organization. In order to assure the rules and regulation in this course meet the industry expectation and politeknik requirement the private industry must be registered and would be guided from FINAS.

Section B.

Table 3. Commitment during work based learning

Item		Strongly Agree	Agree	Disagree	Strongly disagree
B1	I always attend work-based training with the stated working hours.	32.3%	61.3%	3.2%	3.2%
B2	I am able to carry out assignments or projects given	19.4%	80.6%	0%	0%
B3	I am open minded and willing to learn from mistakes	40%	60%	0%	0%
B4	I am ready to receive and carry the responsibility of any given tasks.	32.3%	67.7%	0%	0%
B5	I am interested in assignments or projects entrusted	12.9%	87.1%	0%	0%
B6	I am committed to the tasks or projects awarded	22.6%	77.4%	0%	0%
B7	I am able communicate and provide information clearly and accurately	12.9%	87.1%	0%	0%
B8	I have good relationships with other employees in the organization	29%	71%	0%	0%
B9	I follow the guidelines, procedures and regulations in the organization	12.9%	80.6%	2%	0%

Table 3 is an item in section B. The section is about commitment during industrial training. 9 item has been forward to the respondent. 61.3% respondent show agree percentage on item always attend WBL training with the stated working hours. 32.3% respondents strongly agree and 3.2% percent respondent disagree and strongly disagree for the item B1. Item B2 shows that 80.6% respondents are able to carry out assignments or projects given by the supervisor during WBL. 19.4% strongly agree. For item B3, 60% and 40% respondents are open minded and willing to learn from mistakes. 67.7% respondent agree and 32.3% respondents ready to receive and carry the responsibility of any given tasks. Item B5 shows that 87.1% respondents agree on the item interested in assignments or projects entrusted. However, only 12.9% respondents strongly agree on the item stated. Item B6 shows 77.4% respondents agree to give commitment to the tasks or projects awarded. Only 22.6% respondents shows strongly agree on the item submitted. For item B7, communicate and provide

Section C.

information clearly and accurately only 12.9% strongly agree to the stated item and 87.1% respondents agree to the matter. 71% percent respondents stated that they have good relationships with other employees in the organization. 29% respondents strongly agree on the item B8. Item B9 shows that 80.6% respondents can follow the guidelines, procedures and regulations in the organization, only 12.9% respondents strongly agree to the item submitted.

Overall 74.7% respondents show their commitment during WBL. Therefore we can conclude that the students are enthusiastic about their areas of interest. Supervision from industry involves, helping students to achieve their own aims, and adopt the conception that underlies higher education: that students' learning requires from them commitment, work, responsibility for their own learning.

Table 4. Workplace Atmosphere

Item		Strongly Agree	Agree	Disagree	Strongly disagree
C1	I am happy with the WBL placement	22.6%	58.1%	19.4%	0%
C2	I feel my workplace environment is conducive	12.9%	80.6%	6.5%	0%
C3	I feel there is a lack of knowledge in me while undergoing WBL	22.6%	67.7%	9.7%	0%
C4	I am always given guidance and assistance of current industry practices by colleagues	6.5%	87.1%	6.5%	0%
C5	I am exposed to the field of vocational training that is appropriate and relevant to the learning process in PMTG	9.7%	83.9%	6.5%	0%
C6	I have been exposed to the skills involved with courses taken at PMTG	12.9%	77.4%	6.5%	3.2%
C7	I train to communicate clearly and well in WBL	32.3%	54.8%	12.9%	0%
C8	I am given an assignment or project that is relevant to the knowledge available.	12.9%	87.1%	0%	0%
C9	I am satisfied with the quality of experience and knowledge obtained from WBL	25.8%	61.3%	12.9%	0%
C10	I am satisfied with the quality of supervision provided by the Industrial Supervisor	30%	60%	3%	0%
C11	I am willing to undergo training while working abroad	29%	64.5%	6.5%	0%

Table 4 is a findings on workplace atmosphere. The following information was obtained from the students' responses through online questionnaires gathered. 11 items has been submitted to the respondents. The findings is important to identify the suitability of student's placement. Appropriate students placement to obtain work experience during WBL will give the opportunity for them to apply theoretical knowledge to solve real world problems in their chosen field of study. Item C1 on their feelings during WBL placement shows 58.1% respondents agree to the placement. 22.6% respondents strongly agree which is very happy to the workplace atmosphere. Only 19.4% unhappy to the WBL placement. 80.6% respondents feel his/her work place environment is conducive. 12.6% result shows that respondents are strongly agree however, 6.5% respondents disagree to the item C2. Item C3 shows 67.7% respondents feel there is a lack of knowledge in them while undergoing WBL. 22.6% strongly agree and only 9.7% respondents confidents to his/her knowledge while undergoing WBL. Result from item C4 shows that 87.1% respondents agree on guidance given and assistance of current industry practices by colleagues. 6.5% result for strongly agree and disagree among respondents for this item. 83.9% respondent agree on item C5 which is exposed to the field of vocational training that is appropriate and relevant to the learning

process in PMTG. Only 9.7% respondents strongly agree however 6.5% respondent's shares that they are disagree on item C5. Item C6 shows 77.4% respondents have been exposed to the skills involved with courses taken at PMTG. 12.9% strongly agree, 6.5% disagree and 3.2% respondents strongly disagree on the skills exposure involved with courses taken at PMTG. Item C7 on communicate clearly and well in WBL shows 54.8% respondents agree and 32.3% strongly agree while 12.9% respondents disagree on the item submitted.

87.1% respondents agree on item C8 which is given an assignment or project that is relevant to the knowledge available. No respondents disagree on this item and result show 12.9% respondents strongly agree to this item. Item C9, satisfaction with the quality of experience and knowledge obtained from WBL shows 61.3% respondents are agree, 25.8% strongly agree only 12.9% disagree and no respondents strongly disagree on this item. 60% respondents agree on item C10 which is satisfied with the quality of supervision provided by the Industrial Supervisor during WBL. 30% strongly agree and only 3% disagree on the Industrial Supervisor. For the last item on C11, question on willing to undergo training while working abroad, 64.5% respondents agree on willing to undergo training while working abroad.

29% result is strongly agree and only 6.5% respondents disagree on the item submitted. Average percentage of agree among respondents is 71.14%. Only 8.22% respondents disagree on the workplace atmosphere while undergo WBL.

Questions on working atmosphere in this study is to measure the suitability on students' placement and it can encourage students to successful in completion WBL. Students will be in a better position to make decisions about their career and improve their employability after graduation.

Section D.

Table 5. Supervision by academic advisor during WBL

Item		YES	NO
D1	I was supervised by an academic advisor while undergoing WBL	100%	0%
D2	Supervisors from PMTG academic staff make supervision 3 times per semester	100%	0%
D3	Supervision by academic advisor from PMTG should be more than 3 times per semester	64.5%	35.5%
D4	I am satisfied with the quality of supervision conducted by the academic supervisor from PMTG	87.1%	12.9%

Table 5 is a findings on supervision by academic advisor during WBL. Result shows that 100% of respondents say yes on supervision by an academic advisor while undergoing WBL. 100% respondents acknowledge that supervisors from PMTG academic staff made supervision 3 times per semester. Item D3, show that 64.5% respondents want a supervision by academic advisor from PMTG more than 3 times per semester. 35.5% respondents don't want to be supervised by academic advisor from PMTG. Item D4, satisfaction with the quality of supervision conducted by the academic supervisor from PMTG show 87.1%

respondents say yes only 12.9% respondents say no to the quality of supervision conducted by the academic supervisor from PMTG. According to WBL implementation guidelines book in page 13, monitoring and evaluation of students must be implemented 3 times per semester. WBL course are conducted over 22 weeks for semester 4 and 5. Overall percentage for yes answer for item in section D, supervision by academic advisor during WBL shows 87.9%. Respondents confirm that supervision by academic team from PTMG was successfully implemented.

Section E.

Table 6. Experience on Technical Skill

Item		Strongly Agree	Agree	Disagree	Strongly disagree
E1	I can identify production cast and crew	25.8%	71%	3.2%	0%
E2	I am asked to get involved in minor task	20%	76.7%	3.3%	0%
E3	I am asked to get involved in major task	22.6%	67.7%	9.7%	0%
E4	I am assigned to do research on production for short film/video preparation	22.6%	74.2%	3.2%	0%
E5	I am asked to get involved in developing the script for short film/video	12.9%	74.2%	12.9%	0%
E6	I am asked to get involved in presentation/ pitching	16.1%	71%	9.7%	3.2%
E7	I am asked to get involved in storyboarding preparation	9.7%	58.1%	25.8%	6.5%
E8	My illustration/drawing skill meet the requirement of the industry	13.3%	56.7%	26.7%	3.3%
E9	I am asked to get involved in actual shooting	25.8%	67.7%	6.5%	0%
E10	I can operating and setting the camera for actual shooting	19.4%	67.7%	6.5%	6.5%
E11	I am good in off line editing	19.4%	61.3%	16.1%	3.2%
E12	I can compose digital motion graphic	9.7%	45.2%	41.9%	3.2%

E13	I can used illustration software without supervision	35.5%	38.7%	9.7%	6.5%
E14	I know how to set the sound-post	0%	58.1%	41.9%	0%
E15	My video product is used and published by the company	0%	74.2%	25.8%	0%

Item section E in table 5 is a findings on experience on technical skill. Respondents was given 15 questions. The purposed of these questions is to acknowledge their skill in related field in video production practices during WBL. Item E1 shows 71% of respondents agree on his/her ability to identify production cast and crew. 28.5% respondents answered strongly agree, only 3.2% respondents cannot identify production cast and crew during undergoing WBL. Item E2, asked to get involved in minor task show 76.7% respondents agree, at the same time 20% respondents strongly agree and only 3.3% respondents disagree on the item submitted. 67.7% respondents agree, 22.6% strongly agree on item E3 which is asked to get involved in major task. However, 9.7% respondents haven't asked to get involved in major task whilst in WBL. Result shows 72.4% respondents agree and 22.6% respondents strongly agree on item E4, assigned to do research on production for short film/video preparation. Only 3.2% respondents didn't do research on production for short film/video preparation during WBL. Item on asked to get involved in developing the script for short film/video in item E5 shows 74.2% respondents agree and 12.9% strongly agree. This same result percentage on item E5 stated that respondents is not involved in script developing while undergoing WBL. On item E6, asked to get involved in presentation/ pitching shows 71% respondents are agree while only 16.1% respondents strongly agree on the item submitted however 12.9% respondents haven't get an experience on business pitching and presentation. Result shows 58.1% respondents agree and 9.7% respondents strongly agree on item E7, which is asked to get involved in storyboarding preparation. However, 6.5% respondent never got involved in storyboarding preparation and 25.8% respondents experience in storyboarding preparation but not often. Item E8 indicates 56.7% respondents agree and 13.3% respondents strongly agree on his/her illustration/drawing skill meet the requirement of the industry. 26.7% respondents disagree on his/her competences in illustration/drawing. 3.35 respondents very weak in skill of illustration and drawing. E9 item shows 67.7% respondents agree that there are asked to get involved in actual shooting. 25.8% responds strongly

agree on the item. Only 6.5% respondents fail to attend actual shooting during WBL. Item E10, skills on operating and setting the camera for actual shooting stated 67.7% respondents agree and 19.4% respondents strongly agree on their ability in camera handling. 13% respondents still lack of skills in operating camera during shooting in WBL course. Item E11, good in off line editing shows 61.3% agree while 19.4% respondents very good in offline editing during undergoing WBL. 16.1% respondents disagree and 3.2% respondents strongly disagree on skill in offline editing. Item E12, shows 45.2% agree that they can compose digital motion graphic. 9.7% strongly agree. 41.9% respondents disagree. 74.2% respondents are in good skills in using illustration software without supervision during WBL. 16.2 respondents still needed guidance in using illustration software. Item E14 shows same result on capability which is 58.1% respondents agree and 41.9% respondents is incapable on knowledge on set the sound-post. Last item E15 shows that 74.2% respondents tells that his /her video product is used and published by the company. 25.8% respondents tells that his video product is unpublished. Overall percentage on agree in section E shows that 64% respondents agree that their technical skills increased and met the industry requirement.

RESEARCH DISCUSSION

A strong curriculum should be developed based on the latest technology and industry needs. Parties directly involved in the ICT field, both private ICT advisors and public consultant experts, were invited to contribute in the development of the current and future curriculum at PMTG during the program's syllabus. The curriculum reviews have been systematically implemented in meeting the effective learning requirements of the Curriculum Review Committee. The committee is an individual group appointed by the Department of Polytechnic Studies which comprises industry representatives, HEIs and Polytechnic lecturers in streamlining the curriculum for the programmes offered at Polytechnic.

RECOMMENDATIONS

This research will continue to study graduates' marketability. Observation and monitoring done by the appraisal lecturer, industry supervisor and mentor lecturer will be analysed as research findings. Furthermore, when these students ends the WBL, the study of effectiveness on WBL between the industry and PMTG will be held to measure the effectiveness of the program. Graduates in DDV are also provided with basic entrepreneurship skills and will appreciate social and environmental changes, technology, local legend and cultural heritage. This would inspire in development of video and film production in the future.

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CONCLUSION

WBL course is designed to produce students who are holistic full fill industry need. Based on the primary data obtained, the findings show that students in Diploma in Video and film Studies who undergoes WBL shows good respond on commitments, adaptable to workplace atmosphere, are satisfied with supervision by DDV PMTG academic team. They are also good and have increased technical skills while undergoing for WBL. Learning in the real working phase in WBL give an extra advantage to the polytechnic students and industry. Among the advantages are: expanding curriculum

implementation with real learning environment in the industry and expanding access to new technologies in the polytechnic education system and making technical education more relevant and valuable in the process of teaching and learning.

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