

## Industry Participation in Assessing Work Based Learning (WBL) Students of Diploma in Video And Film Study (DDV)

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**Abstract:** Having a knowledgeable and highly skilled human capital is a crucial factor for Malaysia to transform its economy towards achieving high-income status by the year 2020. Currently, Malaysia government policy towards the globalization era which will cover four programs namely; investment literacy, Malaysia Women Made, Impact 4 Humanity and Industrial Revolution 4.0. Recognizing that need, the government continues to strive to increase the number of students enrolment in local public institutions of higher learning in all areas and level of study. However, the increasing number of graduates is insufficient without completing them with current skills required by industry and employers. Therefore, studies on graduate marketability from employer's perspective are important to enable local public and private institutions of higher learning to understand the current needs of the industry. This study conducted to identify the level of students' achievement in pursuing study through Work Based Learning. A year attachment in industry actually to gives real exposure and experience to the students in order to create job creator compared to job seekers among politeknik graduates. Entrepreneurship program conducted towards the students in politeknik helps students to foster their interest to be a job provider or entrepreneur. This study is conducted on the industry partner who has been appointed as a supervisor to Politeknik METrO Tasek Gelugor (PMTG) students, who undergo practical training in Work Based Learning (WBL) Mode. Students are attached to the local production company, and education institutions related to the video and film studies disciplines. The industrial partner will supervise the students for a year. Tools used by industry to evaluate students who undergo WBL was distributed by PMTG and industrial panel will monitor students' performance while completing their WBL. The respondents of this study consist of 16 commercial production company, 8 government institution/organization and 8 from local broadcasting company. 30 students of Diploma in Video and Film Study (DDV), the first PMTG cohort who are currently undergoing WBL training from November 2016 to September 2017. Result shows 58% of the students gained 3-4 marks on professional ethics and impression. 30% students gained 3-4 marks on achievement in communication skills. 50% students gained 4 marks for safety practicing during WBL. And 48% students attained 4 marks for personnel and social skills. Lecturer should be prepared professionally so they can serve well the students to increase number of satisfaction among industrial partner especially on communication and language proficiency. Therefore lecturer itself should increase their social skills because it proactively help students, develop greater social competence, and help to ensure positive short and long term academic and personal outcomes for students. Therefore, politeknik as a higher level institution can achieve beneficial teaching and archive work satisfaction among academic staff in producing good product to meet the industry requirement. So then the target of higher education ministry can be fulfilled.

**Key words:** *Video and Film study, Work-Based Learning, Industry Assessment*

### INTRODUCTION

News reports by Bernama in February 2018 [1], the statement from Minister of Higher Education on Malaysia graduates state the average rate of Malaysian

graduates' marketability increased 1.1% to 77.2% in 2016 compared to 76.1% in 2015. The average rate is based on the results of the 2016 Graduate Surveillance Review conducted by the Ministry of Higher Education until November 22, 2016. The average rate of

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graduates' employment in Malaysian Higher Education Institutions (IPTs) in the five years from 2012 to 2016 also registered an increase of 2.8%. Statistic showed that highest graduates at 88.3% followed by technical graduates (80.2%) and information and communications technology (78.4%). Lie and Pang [2] found that in general, employers need employees who have communication skills with good personal characteristics and knowledge in ICT. General skills required by employers are language skills, general and current knowledge, the ability to serve customers, general knowledge in ICT and experience or working exposure. The study found that even graduates felt that they had earned the ICT skills and the language needed during graduates studies, lecturers argue on the other hand. The lecturers feel that the performance and abilities of their students are decreasing slowly in terms of communication skills, level of confidence, thinking skills and delineating problems and motivation and participation in lectures, thus showing serious problems with the willingness of graduates to work. To solve this problem, the employer has suggested that the duration of industrial training to graduates be extended, the cooperation closer to institutions and industry and also enhances communication and quality skills individuals, interpersonal skills, thinking skills and ICT skills in Politeknik curriculum. According to Abdul Malek Hassan [3], director of PMTG during the monthly assembly in 2nd February 2018 he stated that the key performance indicator for 2018 are to achieved 100% graduates marketability and 50% graduated competence in industrial demand. Therefore it is important for students prepared to fulfil industrial demand and for them to have digital entrepreneurship since the social media become the most popular medium to Malaysian to gather information and to create income through online business. Hence, this is the opportunity to students to generate their income during study. In addition, the quality of education has been strengthened through the establishment of the Agency Malaysian Qualification (MQA) to implement the Malaysian Qualifications Framework (MQF) and develop an integrated quality assurance system. Politeknik have been trying to improving the quality of teaching staff by increasing the number of qualified lecturers in PhD. To further enhance the level of

graduates' workability, Politeknik are always working to improve their academic programs. Among the programs that have and is being implemented including

the introduction of the Soft Skills Module from the 2007/2008 academic session which aims to enhance students' communication skills and the level of language proficiency especially English, the introduction of Entrepreneurship Modules to equip students with

Entrepreneurship skills that are relevant to the market so that these graduates are able to be independent from their careers. Issues related to unemployment among graduates are often discussed among the public and can be regarded as a failure of national high level education system produce graduates who meet industry needs. Although many improvements have been made implemented to further strengthen the graduates' level of graduate in Politeknik, is still there many complaints raised by employers about the quality of these graduates. Between the grievances employed by employers are the weaknesses of the graduates in the aspect soft skills such as communication skills, English proficiency and etc. This study is conducted to identify the level of satisfaction among industrial partner in providing work for DDV students while undergoes WBL in private/commercial companies and government institution in Malaysia.

## **LITERATURE REVIEW**

According to Mohd Noor (2004)[4] 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 (2014) [5] the choice of training place or firm to place the students should follow their specialization in Polytechnic. It is the practice of most Higher Institutions 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 Yusri Kamin (2001) [6], 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 Yusri Kamin (2014) [7]. 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. StudyMalaysia.com (2015)[8] reported that transferring the cost of achieving learning outcomes from publicly funded educational institutions to enterprises can reduce public expenditure, freeing up funds for use on other priorities, including those linked to widening participation. It is therefore unsurprising that some authors have argued that WBL can generate significant economic returns for the State when it is used as a substitute for conventional education. According to John Brennan and Brenda Little (1996)[9] there is also wide recognition that WBL brings benefits when combined with off-the-job training. Certain types of general skills, including numeracy and literacy skills, but also vocational knowledge, are acquired more easily in a classroom environment, which also operates at a slower pace. Bernd Schulz (2008) [10] soft skills complement hard skills, which are the technical requirements of a job the student is trained to do.

**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. Students undergoes WBL in private/commercial companies and government institution in Malaysia.

**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

Table 1 shows the respondent background. Respondents are consist of 31 DDV students, the first PMTG cohort

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

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.

Commercial Production Company	16
Institution/Organization	8
Broadcasting Company	8

Table 2. Business/ service field

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 National Film Development Corporation Malaysia. FINAS.

### Section B

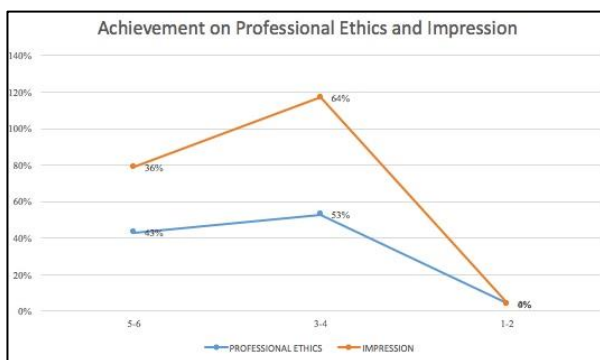


Figure 1. Achievement on professional ethics and impression

Figure 1 is an item in section B. Item in section B is a interview session held by the industry supervisor to WBL students. Students were evaluated using Likert scale, 5 mark on always exceed as expectations, 4 mark for exceeds expectations some of the time, 3 mark for meets requirements, 2 mark for fair and 1 mark for weak. This section is about achievement on professional ethics and impression of employer towards students while undergoes WBL. Students will facing two interview session. The employers evaluating students on professional ethics and impression. Result shows 53% of the students gained 3-4 marks in greets appropriately, punctuality, appropriate attire, thanks the interviewer and well prepared documentation during interview session. 43% students gain 5-6 marks from the industry on their professional ethics and only 4% student's gain 1-2 marks for professional ethics. 64% students acquire 3-4 marks on impression which is display appropriate body language and postures most of the time. Students seldom display good eye contact with interview and students display some confidence while interview session. 36% students acquire 5-6 marks from industry panel and no students receive 1-2 marks.

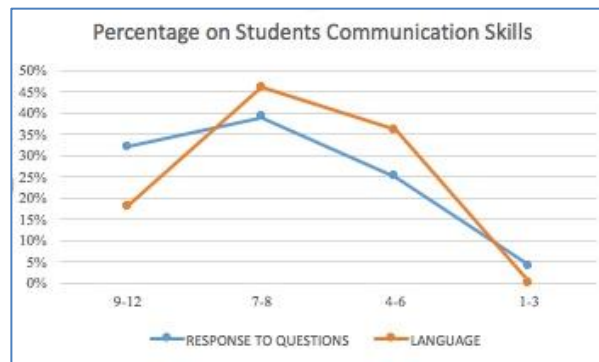


Figure 2. Percentage on Students Communication skills

Figure 2 is an item in section B. This section is about achievement on response to question during the students undergoes for WBL. 39% students acquired 7-9 marks on ability to answer at least 60% of questions pertaining to the position applied for. Students are able to relate working skills to the job applied for very well most of the time and able to respond to the questions very well using appropriate language most of the time. 32% students acquired 9-12 marks, 25% acquired 4-6 marks and only 4% acquired 1-3 marks which is able to answer at least 30% of questions pertaining to the position applied for. Unable to relate working skills to the job applied for and unable to respond to the questions using appropriate language. For language proficiency aspect, 46% students acquire 9-12 marks which is there are able to speaks fluently with less hesitation, with few grammatical errors and having problems in pronunciation that do not hinder comprehension. 36% students acquire 5-8 marks where's the students able to speak with some hesitations, with some grammatical errors and having problems in pronunciation occasionally lead to miscomprehension. 18% acquire 13-16 marks for language proficiency and no students obtain 1-4 marks from industry on their language proficiency aspect.

**Section C.**

**COMPANY APPRAISAL**

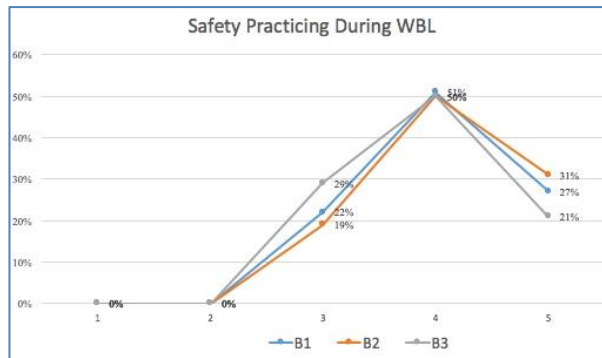


Figure 3. Safety practicing during WBL

Figure 3 is an item in section C which is Company Appraisal. Students were evaluated using Likert scale, 5 mark on always exceed as expectations, 4 mark for exceeds expectations some of the time, 3 mark for meets requirements, 2 mark for fair and 1 mark for weak. For item B1, 51% students obtained 4 marks on maintains clean and safe work areas after operations / maintenance, 27% acquire 5 mark and no students obtained 2-1 mark for item B1. Item B2 shows 50% students obtained 4 marks on demonstrate and applies technical knowledge and skills to performance the job, only 31% obtained 5 mark which is their performance level is consistently high exceeding requirement their knowledge and skills in a highly effective manner and performance is fully aligned with company objectives. No students received 2-1 mark for item B2. Item B3, show 50% students obtained 4 mark in proactive in identifying problems and recommending/ Implementing effective solutions. 29% received 3 mark, 21% received 5 mark and no students receive 1-2 mark for item B3. Overall 50.3% students received 4 marks on company appraisal in safety item which is perform exceeds level of expectations most of the time.

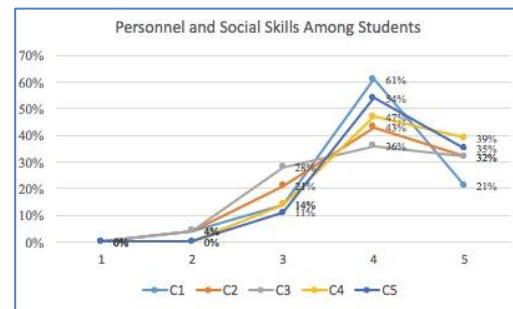


Figure 4. Personnel and Social Skills among Students

Figure 4 is an item in section C which is on personnel and social skills. Industry partners have made evaluation based on student observations during undergoes WBL. Item C1 on communicates and co-operates effectively with all parties at the well site and with the team members shows 61% students obtained 4 mark. 21% students acquire 5 mark, 14% student acquire 3 mark and 4% student acquire 2 mark. Item C2 on self-motivation level shows 43% student acquire 4 mark, 32% received 5 mark, 21% received 3 mark and 2% received 2 mark from industry evaluation. Item C3, punctuality shows 36% students received 4 marks for punctuality. 32% receive 5 mark, 28% for 3 mark and only 4% received 2 mark for time punctuality. Item C4, personality and attitude shows 47% students acquired 4 mark for item personality and attitude. 39% acquired 5 mark only 14% students received 3 mark for item personality and attitude. Item C5, shows 54% students received 4 marks for the item on ability to accept criticism, 35% received 5 marks and 11% received 3 mark for item ability to accept criticism. Overall result shows 48.2% students are perform exceeds level of expectations most of the time.

Overall 48.2% 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.

**RESEARCH DISCUSSION**

A strong curriculum should be developed based on the latest technology and industry needs. Lecturer should be prepared professionally and can serve well to students to increase the satisfaction number among industrial

partner especially on communication and language proficiency. Therefore lecturer itself should increase their social skills because it is proactively help students, develop greater social competence, help ensure positive short- and long-term academic and personal outcomes for students, and as a higher level institution it beneficial teaching and work satisfaction for staff.

## RECOMMENDATIONS

This research will continue to study on increasing lecturer creativity and credibility in order to increase the teaching quality to prepare Politeknik students before undergo work based learning in future. Therefore the recommendation to create Social Skills Learning syllabus in Politeknik Malaysia should be implemented in the future.

## 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 average level on respond and commitments, however they are adaptable to workplace atmosphere, and satisfied with supervision by DDV PMTG academic team. They are also good and have increased their 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 polyteknik education system and making technical education more relevant and valuable in the process of teaching and learning.

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