

Determinant Factor of the 21st Century Teaching and Learning Skill among the College Community Entrepreneurship Lecturer in College Community Perak, Malaysia

Yufiza Mohd Yusof

Sungai Siput College Community
Malaysia

Anas Tajuddin

Faculty of Management & Information Technology
Sultan Azlan Shah University
Malaysia

Siti Saleha Abd Azis

Pasir Salak College Community
Malaysia

Mohamad Asyraf Othoman

Polytechnic Ungku Omar
Malaysia

Abstract

This study aims to identify the relationship between the 21st century teaching and learning skills and the Entrepreneurship Lecturer in College Community Perak, Malaysia. Apart from that this study would to determine the factors of 21st century teaching and learning skill that affect the competency of the Entrepreneurship Lecturer in College Community Perak, Malaysia. This study would provide few suggestions to build up the competency of the Entrepreneurship Lecturer. The concept paper contributes to the development of knowledge in field of entrepreneurship in the 21st century among the Entrepreneurship Lecturer in College Community Perak, Malaysia. The findings of the study could also be a reference and added value in the field of lecturer's competency and entrepreneurship in pursuing the change in teaching and learning method of the 21st century.

Keywords: 21st century teaching and learning skills, Entrepreneurship Lectures, competency

1. Introduction

"The 10th Malaysia Plan has the aspirations of the Government Transformation Program and the New Economic Model based on high incomes, inclusiveness and sustainability. This plan is the development of the country for the next five years with the goal of delivering the desired outcome for all people. The main structure required by the high-income economy as well as new policy directions, strategies and programs that enable the nation to come up as a developed and high-income nation. "

Prime Minister of Malaysia (2015)

The entrepreneurial activity often leads to an individual seeing the progress of a nation in knowing what to do. It is a phenomena in which a developing country show the economic growth. In this new era, entrepreneurship is an important discipline in perusing the success of an individual, the communities and the development of a country, Yusof (2010) in his Entrepreneurial book. Perry (2014), said that the development of the 21st Century skills is a necessary but challenging endeavor.

New techniques have to done by teachers their teaching area in order to educate students to understand the 21st century entrepreneurial world. Students should be give new ideas and encouragement with self-confident to face the reality of life. Teachers should also face the reality of the new era in teaching. They should be able to adopt reality in facing new challenges, taking opportunities and finally transfer their cognitive wisdom and skill to students who are dying new knowledge.

Alexandria Valerio (2014), mention that *teachers should have passion in teaching the entrepreneurship module. They must be inspirational, open-minded, confident, flexible and responsible in the eye of the students. They should always be the person who listen and selling ideas just to urge student to focus on the module and being authentic.*

The 'National Education Policy Malaysia (Review, May 2013), has located a very important role in determining the direction of the national education system. It was first implemented in Malaysia since the year 1957. There are three main objectives in this national education policy. The first purpose is to create a learning system that can meet the needs of the country and promote cultural, social, economic and political development. Second, is to produce disciplined students and to adhere to and respect both their parents which is in line with education policies to provide efficient and effective teaching and learning processes. Third, it is to ensure that this policy can be implemented effectively to determining the progressive education system.

The 21st century teachers in Malaysia whether they are teaching in school, collages or the universities, they should have the ability in all aspects of teaching in line with the need of the country. This include the selection of teacher candidates or trainers should be align with the continuous development of professionalism and performance management of the teacher themselves. Mutalib (2013), in his book wrote the 21st century teaching and learning are not just the arrangement of the classroom but it is the teachers, they should be equip with knowledge in their field and beyond that too.

The Malaysia Teachers Standard (*Malaysia K. P., 2009*) used as references and guides outlines to empowering and preserving quality teachers as professional competence should meet the needs in helping them to reach the highest level of competence. There are three main roles of a teacher are first, they can communicate knowledge to their students. Second is teachers must have the teaching skills and the third be able to apply values and morals in the students. The main goal and the purpose of the education system, is to ensure that Malaysian youth develop holistically and have the necessary values, knowledge, and skills to succeed in an increasingly competitive and uncertain world. Teachers are building the next generation of leaders that will take Malaysia to even greater heights.

2. Factor of the 21st Century Teaching and Learning Skill

Entrepreneurship teachers competency were develop with knowledge acquisition together with the ability, attitude and behavior to act as an entrepreneur. The main factor to develop entrepreneurship education is to have a culture of entrepreneurship. Entrepreneurial competencies are develop through people enquiry and from the discovery it can be used to transform ideas students to into real action. Teaching entrepreneurship module using the traditional method and practices would lead students to be more passive recipient. The method is more in using practical learning and opportunities from the real world. Teacher are agent of change. (European Commission, 2011).

In Malaysia, the transformation in teaching and learning needs to be align with the spirit of 1Malaysia that emphasizes solidarity. Teachers of diverse backgrounds, religious or ethnic affiliations should engage in the process of forming unity, thus establishing strong and lasting relationships and cooperation. In achieving the need of the country, teachers must be able to sacrifice their time, put in extra hard work, and always be sincere and willing to face the challenges and allegations by parents and community, including changes in the delivery system and information. (Malaysia K. P., 2012).

Basically education process should be able to provide a students with exposure to a broader and diverse knowledge before they are focus in a specified areas. Learning the way to know is the first step in helping an students to build a broad knowledge which allows students to choose the presice field to focus. Knowledge in this area includes the learning process of indispensable skill. Which facilitate a person in enjoying learning opportunities from various sources. The knowledge-base assignment acquired should be align with the skills needed. (Yusof M. Y., 2014).In this study there five factors of development skill is used in the 21st century teaching and learning skill. In the Bulletin 5/2015, (2015), mention that the charatistic fo educator in 21st century are mention below.

2.1 Proficient and Skill in pedagogy

A teachers must have knowledge about understanding the teaching-learnng process. Specifically teacher should apply lesson and learning in decisions making and making the right judgement in class.A few conceptuallise research studies has been done onto the teaching profession as a 'clinical practice profession.

There were arguments that decision-making is actually a basic teaching skill – decisions are made regularly by teachers while complex cognitively information about the student should increasing their understanding. (Blömeke, 2012).

To achieve the nation's aspiration to develop a 21st-century generation, a teacher or educator needs to be committed and masterful in various fields. Teachers with a combination of some of the subjects are better than teachers who are just one field. An Islamic Education context teacher should explore and try new things such as combining software computer knowledge with the Islamic Education method. Teachers must master and focus few disciplines and practice continuous learning. Teachers must constantly following the changes that take place and making themselves available for various challenges. (Abbot, 2014).

In an empirical research done show that in making pedagogical decisions, teachers must be able to analyse and evaluate specific learning agenda, in combination the contextual and situational factors. They should be able to connect all this information in their specialist knowledge of the teaching-learning process as to guide students in their learning actions. (Guerriero, Teachers' Pedagogical Knowledge and the Teaching Profession , 2015).

2.2 Applying moral values

Mohammad Chowdhury (2016) research found that student-centered and inquiry-based teaching and learning approach is suggested to enhance students' motivation and and human values and connectedness with personal and society issues. In his research it has being proven that science teaching and learning practice may be applied with the fostering morals, values and ethics. Based on this research the impact on fostering values, morality and ethics in students' minds can enhance their motivation and engagement. It is important to implement the teaching techniques and methods discussed in his research. It is necessary that teachers are aware for the regularly information about new issues, instructional methods and techniques. In this way it might help teachers to develop conceptual tools in the context of their teaching. This may help teachers to develop conceptual tools in the context of teaching.

Carr (2014) said the great Aristotle is a man with value and moral in his purpose of life. Moral is important for virtuous and admirable character of education. Wisdom is the central development about intrinsic human values. Whereas James Arthur (2013) states that appetite to eat, desires to have, emotions of sadness and feelings of happiness are the main character of human. Carr (2014) added that the development in nature are habits of honesty, self-restraint and courage. The function of teachers are not just teaching but as person who can guide and teach the young people to acquire honesty, courage and fairness, love the elderly and their parents. Teachers are guardians who display good moral and values. In fact teachers can explore the scope of formal education opportunities which reflect a careful consideration and build a superb character.

2.3 Effective teaching and counseling

The quality of teaching is the most important determinant the student success at any level. A study done in the mid-1990s for three years showed that two peers of a moderate performance student, taught by two distinctly different teachers have demonstrated different performance and achievement in academic. The success of educating students in the 21st century is translating and the development of quality human capital. in educating others is a great responsibility, especially teachers in the classroom. They have to face students and live in the environment. Their roles and commitment are indispensable and the task becomes very challenging with the 21st Century learning needs. A teacher who are prepare to face the challenge are qualified to teacher and face the challenge. Realizing this the Ministry of Education Malaysia have transform the national education as intended by the Malaysian Education Blueprint 2013-2025. (Bulletin Anjakan 5/2015).

Recognizing the importance of teachers understanding and being willing to make changes in teaching and learning towards the 21st century learning, the Ministry of Education has launched a 21st century learning initiative in 2014 and widened the implementation of the whole country from 2015. Hence the will discuss the 21st century learning and share information on the 21st century class layout model in line with the Ministry of Education's efforts to transform education through the Malaysia Education Blueprint 2013-2025. (Bulletin Anjakan 5/2015). ng to Mastura (2013), tteachers have the responsible in developing the potential of a student when they are in school. Education services must recognize each individual student goals and help them make it clearer and realistic. To achieve that students will face some problems and obstacles. Counseling services will help students to examine, to evaluate and to choose realistic personal goals and ensure them to meet their goals.

According to the Ministry of Education Malaysia there are some principles listed for the Counseling Service Guidelines. Learners learn the experiences, values, attitudes and behaviors that are compatible with the Malaysia society, regardless of race and religion. Teachers should help students to understand themselves in depth and explore their purpose of their life. Besides helping them choose and plan their path in future, students will be self-determined and able to adjust and understand the implications of their current and future actions. Coaching and counselling services are a common task especially when implementing counseling activities at school. Teachers, schools, parents, and peers should work together. A lot of information needs to be disseminated to students. Therefore, the teacher must act as the counselor and know their students thoroughly. Some of the things that need to be studied and existing counseling in the school should help too, problems in school, what role can the teacher do added Mastura (2013).

2.4 Latest technology

Teaching with a relevant technology tools with the right professional development, can make teaching and learning in the classroom to be fun and exciting, said Prakash (2014). She added that teachers are constantly searching for the right tools as to make their classroom more engaging, more dynamic, more richer and more fulfilling. As for technology, it is a value added to the spectrum of education. With the relevant technology tools and the right professional development, can make the classroom more authentic and fun to learn. Using technology together with new techniques will enhance more exciting moment in learning and teaching process. Its has the relationship between teachers' using technology and the development of students capability to search information. Pacific Policy Research Center (2010), reported that in the 21st century teaching and learning process, teachers should have initiatives to use technology in the classroom. Downes (2005), Anderson (2007) and Walton et. al. (2007) in Pacific Policy Research Center (2010) report that the argument that learners' familiarity with the web technologies opens up a new space for and style of learning. John E. Opfer (2012) reported that the 21st century skills such as communication play an important factor educational and career outcomes. Although 21st century competencies such as communication appear to be important to a variety of later educational and career outcomes in their own right, they do not operate independent of academic outcomes.

3. Conclusion

This study will give an added value focusing on the current issues in the teaching and learning in the 21st century skills among the entrepreneurship lecturers in the Community College of Perak. In developing students to become an entrepreneur, the lecturers themselves should have the skill in teaching and learning using new methods and techniques. A qualified lecturer not only can develop students to be an entrepreneur but they can upgrade the economic development of a country. An entrepreneur lecturer should be equip and align with the need of the 21st century teaching and learning skill together with the entrepreneurial competencies.

Reference

- 21st Century Competencies Foundation Document For Discussion. (2016). *Towards Defining 21st Century Competencies For Ontario*, 1 - 36.
- 5/2015, A. B. (2015). *Guru Abad Ke-21*. Putrajaya: Buletin Transformasi Pendidikan Malaysia.
- Abbot, K. (2014). *Mountain Heights Academy*. Retrieved from Retrieved from Mountain Heights Academy: <https://www.mountainheightsacademy.org/>
- Blömeke, S. &. (2012). Assessment of teacher knowledge across countries: A review of the state of research. *ZDM Mathematics Education*, 44, 223-247.
- Breslow, L. (2015). The Pedagogy and Pleasures of Teaching a 21st-Century Skill. *European Journal of Education*, Vol. 50, No. 4, DOI: 10.1111/ejed.12159, 1 - 20.
- Cabinet Memorandum No 398/2225/00 Malaysia, M. o. (5 July 2000). *Cabinet Memorandum No 398/2225/00 : To establish the concept of implementing Community Colleges in each parliamentary constituency*. Malaysia: Minister of Education Malaysia.
- Carr, D. (2014). Metaphysics and methods in moral enquiry and education: Some philosophical wine for new theoretical bottles. *Journal of Moral Education*, 500-515.
- European Commission, D. E. (2011). *Enabling Teachers as a Critical Success Factor*. Bruxelles: ntrepreneurship Unit .

- James Arthur, D. C. (2013). Character in learning for life: a virtue-ethical rationale for recent research on moral and values education. *Journal of Beliefs & Values*, Vol. 34, No. 1, 2 - 12.
- Jim Soland, L. S. (November 01, 2013). *Measuring 21st Century Competencies, Guidance for Educators*. USA: Global Cities Education Network Report, Nov. 2013, 68 p.
- John E. Opfer, R. H. (2012). Cognitive Foundations for Science Assessment Design: Knowing What Students Know About Evolution. *Journal Of Research In Science Teaching* Vol. 49, No. 6., 744–777 .
- K. Kiemer, A.G.K. (2015). Effects of classroom discourse intervention on teachers' practice and students' motivation to learn mathematics and science. *Learning and Instructions*, 35, 94-103.
- Komuniti, J. P. (2017). *Teks Ucapan Ketua Perkhidmatan JPPKK*. Putrajaya: Jabatan Pengurusan Politeknik dan Kolej Komuniti.
- Kreatif, P. (5 February, 2017). *Pendidikan Kreatif*. Retrieved from Sistem Pendidikan: <https://pendidikkreatif.wordpress.com/perihal/>
- Kenpro. (2010). *Role of a Teacher as a Moral Educator*. Retrieved from Teaching ethics and professionalism.: KENPRO Online Papers Portal. www.kenpro.org/papers.
- Lauermann, F. (2017). Teacher Motivation, Responsibility, Pedagogical Knowledge And Professional: A New Era For Research. *Pedagogical Knowledge and the Changing Nature of the Teaching Profession*, 173 - 278.
- Malaysia Education Blueprint. (2015). *Malaysia Education Blueprint 2015-2025 (Higher Education)*. Kuala Lumpur: Ministry of Education.
- Malaysia, K. P. (2009). *Standard Guru Malaysia*. Kuala Lumpur: Bahagian Pendidikan Guru.
- Malaysia, K. P. (2012). *Dasar Pendidikan Negara*. Kuala Lumpur: Kementerian Pendidikan Malaysia.
- Mastura, I. (17th February, 2013). *Unit Bimbingan & Kaunseling* . Retrieved from Unit Bimbingan & Kaunseling : mkpendamaran-jaya.blogspot.my/2013/02/peranan-kaunseling-di-sekolah.html
- Mohammad Chowdhury. (2016). Emphasizing Morals, Values, Ethics, And Character Education In Science Education And Science Teaching . *The Malaysian Online Journal of Educational Science* , 1 - 16.
- Mutalib, A. A. (2013). Preliminary investigation on creative educational content for visually-impaired (VI) learners. *International Visual Informatics Conference*, 408 - 417.
- Peltonen, K. (2015). "How can teachers' entrepreneurial competences be developed? A collaborative learning. *Emerald* www.emeraldinsight.com, 1 - 22.
- Perry, V. L. (2014). *Education for the 21st Century: Executive Summary*. America: Cambridge, MA.
- Review, M. E. (May 2013). *Malaysia Education Policy Review*. Malaysia: United Nations Educational, Scientific and Cultural Organization.
- The Professional Development of Teachers. (2009). *Creating Effective Teaching and Learning Environments: First Results from TALIS*, 1 - 40.
- Yusof, A. A. (2010). *Pengenalan kepada usahawan dan keusahawanan* . Kuala Lumpur:: Scholar Mind Publishing Bahasa dan Pustaka.
- Yusof, M. Y. (2014). *Catatan@Guru BESAR*. Retrieved from Pendidikan Abad ke-21: <http://gbyusri.blogspot.my/>