

PRACTICAL TEACHING PRACTICES AMONG TEACHERS OF UPPER SECONDARY VOCATIONAL EDUCATION (PVMA)

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ABSTRACT

Purpose - This research aims to identify the practical teaching elements applied by PVMA teachers.

Methodology - The method used for this study are quantitative and qualitative methods. The quantitative method by using a questionnaire instrument consisting of 44 items with a sample of 30 PVMA teachers. The qualitative method involves three experts in the field of expertise using the interview protocol instrument. Descriptive analysis is used to determine percent and mean values. Meanwhile, the qualitative analysis method is an interpretive-descriptive approach in which the researcher restructures the data in a comprehensible form.

Findings - The findings show that PVMA teachers often use the elements of guidance, practicality, explanation, feedback, assessment and demonstration in their teaching. While the findings from the interviews indicate that the participants emphasize the use of guidance and feedback elements which are the most important element required by PVMA teachers.

Significance - In conclusion, the element of guidance is the best teaching practice among PVMA teachers.

Keywords: Practical Teaching Practices, Upper Secondary Vocational Education, Element of Teaching

INTRODUCTION

Nowadays, technological developments, social and economic occurs very rapidly. Not forgetting that more education is needed by humans to perfection harmonious life. With education and training, an individual can improve their lives for the future, while improving employment skills. Therefore, not deny anymore that investment in education and training is an investment for the future to prepare well-rounded individuals (Kayan, Hamzah, & Udin, 2010).

Upper Secondary Vocational Education (PVMA) is the flow after PT3 created with the goal of providing skilled human capital to work and ready to continue learning to a higher level. PVMA objective is to make vocational education as an option in addition to the mainstream are readily available, according to the students at risk of dropping out and can generate interest in learning by hands-on continuous. In addition, the PVMA is also capable of polishing potential learning ability of students through a curriculum that can provide basic skills and job specific skills demanded by employers and industry. Indirectly, PVMA can cultivate skills that form the basis of character building and the development of a strong character so that students can prepare themselves with knowledge and skills to work.

RESEARCH OBJECTIVE

The objectives of this study are to:

- i. Identify the elements of practical teaching used by PVMA teachers.
- ii. Determining the most dominant element of practical teaching in PVMA teaching practical

- iii. Identify the elements of practical teaching required by PVMA teachers.

LITERATUR REVIEW

In this study, the researcher made a comparison between the five models of teaching and learning which are Teaching Model Sim, Robert Glaser Teaching, Teaching Gange, Mastery Teaching and Active Teaching Model. Model of teaching and learning is the basis of the elements of practical lessons for PVMA educators because these models have features oriented vocational education and practical lessons. The researcher can conclude that Robert Glaser Teaching, Teaching Gange and Active Teaching Model to be used in this study. This is because all three models have the most dominant element. The selected element is explanation, demonstration, practical, guidance, feedback and assessment.

Table 1
Summary of Teaching Model

Teaching Element	Teaching Model	Teaching Model Sim (1963)	Robert Glaser Teaching (1962)	Teaching Gange (1985)	,Mastery Teaching (1971)	Active Teaching Model
During Practical Teaching	Induction set			√		
	Explanation	√	√	√		
	Demonstration	√	√			√
	Practical		√	√		√
	Guidance			√		√
	Assessment		√	√	√	
	Recovery					√
	Feedback			√	√	

RESEARCH METODOLOGY

The researcher used quantitative and qualitative research design to carry out this study. The research was presented in the form of statistics that involved the collection of descriptive data, which was to study the background of the respondents and to discuss practical teaching practices used among PVMA teachers. Qualitative methods are also used to determine the elements of practical teaching required by PVMA teachers to ensure that effective teaching is implemented and can improve the quality of the teaching.

Research Sample

The sample of this study is a teacher who are involve in PVMA program in practical teaching at a day national high school around Johor. The sample was from a total population of 30 respondents based on the Sample Size Determination Using Krejcie & Morgan Table (1970). The sample selection for PVMA program teachers are because they have an experience in performing practical work. In fact, the purpose of this study is related to the practices of PVMA teacher themselves.

Research Instrument

The instruments used in this study were questionnaires. A set of questionnaires was adapted and modified from previous studies. For survey-based studies, the use of questionnaires is best used to obtain the data. This is because the questionnaire method is easier to obtain cooperation from the respondents (Zamuddin Shah Sidek & Abdullah, 2011).

Pilot Test

The pilot test aimed to reduce the error in the actual study (Nur Yunus *et al.*, 2016). In this study, the researcher conducted a pilot test at Pengkalan Chepa Vocational College, Kelantan with 30 teachers who are teaching practical. The main purpose of reliability is to determine the consistency and reliability of a questionnaire based on Alpha Cronbach's values. According to Mohd Amin and Ispawai (2008), alpha values above 0.7 indicate that research instruments are acceptable and do not need to be improved. The analysis results show that for the research

institution, Alpha Cronbach's reliability coefficient for the explanatory element is $\alpha = 0.83$, the demonstration element is $\alpha = 0.68$, the practical element is $\alpha = 0.84$, the guiding element is $\alpha = 0.82$, the feedback element is $\alpha = 0.89$, the assessment element is $\alpha = 0.88$. This shows that the research instrument is in good condition and very good. Therefore, no items need to be removed for this study.

Method of Analyse Data

In quantitative studies, the researcher uses descriptive statistics to analyse data using the Statistical for Social Science (SPSS) software. The qualitative method of analysis is through an interpretive-descriptive approach in which the researcher restructures the data in a comprehensible form. Table 2 shows a summary of the analysis methods in this study.

Table 2
Summary of The Analysis Methods

Research Question	Analyze Method
What is the practical teaching element used by PVMA teachers?	Descriptive Score Mean
What is the most dominant element in PVMA practical teaching?	Descriptive Score Mean
What is the practical teaching element required by PVMA teachers?	Interpretive- descriptive

RESEARCH FINDINGS

In this study, the researcher used the Google Form application to distribute the questionnaire to the respondents. The sample size obtained was 30 PVMA teachers. For the interview method, the researcher interviewed three experts in the field of PVMA.

Analyse of Practical Teaching used by PVMA Teachers

Analyse explanation element

Table 3 shows the mean score values of the explanatory elements before performing the practical work. There are nine items in the explanatory element that have been analysed for teacher teaching practice in performing practical. Based on Table 4, the mean score obtained for the whole item is 4.52 which is that the explanation practices are high. This finding indicates that most teachers who teach PVMA have a high level of practice when doing practical work. The questionnaire “always emphasized the safety aspect of the student.” recorded the highest mean of 4.90. While the lower mean value is 4.03, which is the question item "using the last project model in the student-led explanation session for the upcoming project".

Table 3
Score Mean and Level of Practical Teaching Practice for Explanation Element

No.	Items	Score mean	Level
1.	Always emphasize safety aspects to students.	4.90	High
2.	Always explain the concept of managing a machine safely.	4.73	High
3.	Always explain the concept of managing hand tools safely.	4.80	High
4.	Always explain the concept of providing materials safely.	4.80	High
5.	Use the model of the last project in the student's briefing session for the upcoming project.	4.03	High

6.	Using the current project diagram during briefing for practical.	4.10	High
7.	Ask students to observe the project model	4.10	High
8.	Divides a group of practice sessions to help students discuss new ideas.	4.43	High
9.	Always ensure that each student gets enough work each time their work is carried out.	4.80	High
Overall Average		4.52	High

Analyse demonstration element

Table 4 shows the mean score value for the entire item for demonstration element as well as the item level. The highest mean score for the demonstration element was 4.73 where the teacher “performed demonstrations using real machines rather than using prototypes in the workshop”. The lowest mean score was 3.93 where the teacher “used the video to describe each practical implementation process”. However, all items of the demonstration element were at a high level for practical teaching practice among PVMA teachers prior to the practice.

Table 4

Score Mean and Level of Practical Teaching Practice for Demonstration Element

No.	Items	Score mean	Level
1.	Demonstrate overall practical work steps from beginning to end in stages and stages.	4.50	High
2.	Perform demonstrations using real tools rather than using prototypes in workshops.	4.67	High
3.	Perform demonstrations using real machines rather than using prototypes in workshops.	4.73	High
4.	Use video to describe each process of executing.	3.93	High
5.	I asked the volunteer to conduct a demonstration with the other students	3.97	High
Overall Average		4.36	High

Analyse practical element

Table 5 shows the mean scores of the practical elements when the teacher is performing the practical work. For practical elements, there are eleven practical teaching items for PVMA teachers. The highest mean score is 0.9 which means that the teacher "constantly supervises the student while the practical work is in progress". While the lowest mean value in the practical element was 4.07, the teacher “asked the student representative to present a practical procedure to be conducted in groups”. The results of analysis show that the teacher has a high degree of practical element in practical practice.

Table 5
Score mean and level of practical teaching practice for practical element

No.	Items	Score mean	Level
1.	Ask students to provide the equipment they need during practice.	4.70	High
2.	Always have discussions with students.	4.53	High
3.	Always supervise students during the internship process.	4.90	High
4.	Provides project training similar to the actual project.	4.33	High
5.	Assess students who are practicing self-defence measures correctly.	4.73	High
6.	Assess students who are practicing the tools correctly.	4.70	High
7.	Evaluate students who practice the machine correctly.	4.70	High
8.	Ask the student representative to present a practical procedure that will be carried out in groups	4.07	High
9.	Make assessments of students while they are practical work.	4.70	High
10.	Always apply skills that are relevant to the practice that will benefit the students.	4.70	High
11.	Allows a student who is not yet competent to repeat until the student is competent.	4.60	High
Overall Average		4.60	High

Analyse guidance element

There are six items of guidance elements that have been analysed for teacher teaching practice in performing practical work. Based on Table 6, the mean score obtained for the whole item is 4.64 which is at the highest level. This finding indicates that most PVMA teachers have high guidance practice when performing practical work. The “always guiding poor students” question item posted the highest mean of 4.80. While, the lower mean value is 4.53, which is the question of "implementing the concept of mentor mentee based on students of different levels of understanding".

Table 6
Score mean and level of practical teaching practice for guidance element

No.	Items	Score mean	Level
1.	Always monitor each group from table by table.	4.70	High
2.	Always provide feedback to students.	4.57	High
3.	Implement the concept of mentorship based on students of different levels of	4.53	High

understanding.

4. Always guide poor students.	4.80	High
5. Always lead discussion sessions between students if they are having problems.	4.63	High
6. Always provide ongoing information throughout the practical teaching sessions.	4.63	High
Overall Average	4.64	High

Analyse feedback element

There are five items for the feedback element. According to Table 7, the mean value of the mean score is 4.55 which is at the highest level. The findings show that teachers practice frequent elements of feedback after practical practice. The mean value of the highest score for the feedback element was 4.73, which is “questioning students about the practical work required to test their comprehension”. Whereas the mean minimum value is 4.40 which is “ask students to comment on the content of the lessons learned”.

Table 7
Score mean and level of practical teaching practice for feedback element

No.	Items	Score mean	Level
1.	Asking students on their practical work to test their understanding.	4.73	High
2.	Ask students to comment on the content of the lessons they have learned.	4.40	High
3.	Opens a questionnaire session.	4.53	High
4.	Encourage students to ask questions.	4.57	High
5.	Provide feedback on student error if student is found to be incompetent.	4.53	High
Overall Average		4.55	High

Analyse assessment element

Based on Table 8, the mean score for the whole item is 4.46 which is at the highest level. This finding indicates that the highest mean score is the item of “conducting assessments that focused on individual assessments” of 4.70. While the lower mean score is 4.03, the questionnaire “asked students to report on individual work reports”. In general, teachers always practice the elements of assessment after performing practical work that shows that all items have high mean scores.

Table 8
Score mean and level of practical teaching practice for assessment element

No.	Items	Score mean	Level
1.	Ask students to make individual work reports.	4.03	High
2.	Explain in detail the student's practical work.	4.27	High
3.	Provides constructive comments on students' practical work.	4.57	High
4.	Always correct the mistakes students make.	4.60	High
5.	Always show the right way to the mistakes made by students.	4.60	High
6.	Always make written reviews during performance evaluations.	4.27	High
7.	Keep students informed of achievements to be measured.	4.67	High
8.	Perform assessments that focus on individual assessments.	4.70	High
Overall Average		4.46	High

Analyse the most dominant element of practical teaching in PVMA teaching practical

Table 9 shows the mean scores for each element. The results show that the most dominant teaching element is the guidance element which has an overall mean value of 4.64. While the second high is a practical element with an overall mean score of 4.60. Next is the feedback element and followed by the assessment element. The demonstration element is at the lowest level among the six elements discussed, with the overall mean score being 4.36. Overall, PVMA teachers always practice all the elements while doing practical work in the workshop.

Table 9
Score means for each element

No.	Elements	Mean Score
1.	Explanation	4.52
2.	Demonstration	4.36
3.	Practical	4.60
4.	Guidance	4.64
5.	Feedback	4.55
6.	Assessment	4.46

Analyse of Practical Teaching Required by PVMA insulator

Analyse explanation element

Based on the findings, it found that two study participants touched on the explanatory elements during the practical work. This element of explanation is need by PVMA teachers as it provides a reminder of the step's students need to take before doing practical work. According to P1, the teacher should explain the practical matters before beginning the lesson. P2 also supports P1's view that in order to ensure that students do not deviate from what they are supposed to do, teachers first need to give an explanation to their students.

Analyse demonstration element

The findings indicate that all the study participants argue that this element of demonstration are needed by PVMA teachers when performing practical work. According to P1 and P3, teachers always demonstrate practical work step by step from simple to difficult. The findings also indicate that this element of demonstration is also important and should be practiced by the teacher to ensure that students can follow the correct steps in the practical work.

Analyse practical element

Based on the interview results from all three participants, the practical elements are always practiced by the teacher when performing the exercises to give the students an opportunity to experience the true experience. According to P1, practical elements can provide opportunities for students to hone their talents as well as monopolize areas of expertise. The findings show that this practical element is essential for PVMA teachers in performing practical work to enable students to learn by hands-on and to provide opportunities for students to get experience in real life situations.

Analyse guidance element

Based on the findings from P1, to need to be guide by make a visit to industries related to their areas of expertise. This helps students to see the real world of work. In addition, when teachers do guidance and monitoring, the safety aspects are always used to warn students to be careful. P2 also emphasized that teachers cannot leave students during the practical work. Students need to be guided and monitored throughout the practice to avoid anything happens.

Analyse feedback element

According to P2 and P3, after a student's practice, the teacher should give feedback on the student's work. The teacher should ask questions and comment on the students' work. P2 and P3 support that feedback element can help students to improve their skills to the next level. It can even give them warnings and lessons to avoid repeating the same mistakes in the future.

Analyse assessment element

Based on the findings, P2 stated that they evaluated students during the practical exam based on the checklist and predefined scores. The teacher will correct the mistakes made by the students during the assessment. P3 argues that assessors not only evaluate student work but provide feedback and comments to students so that students know what they have go and can be corrected by their peers.

DISCUSSION

The discussion included Elements of Practical Teaching used by PVMA Teachers, The Most Dominant Element of Practical Teaching in PVMA Teaching Practical and Element of Practical Teaching Required by PVMA Teachers.

Element of Practical Teaching used by PVMA Teachers

The overall findings of the teaching elements used in practical teaching have found that PVMA teachers consistently apply all the elements that the researcher has submitted through the questionnaire form. They agree that elements of explanation, demonstration, practicality, guidance, feedback and assessment are always practiced during the practical work process. PVMA teachers have always emphasized safety aspects for students to always be careful when handling tools or machines. In fact, PVMA teachers also regularly explain the concept of hand and machine management safely. This finding is consistent with opinion Abu Bakar dan Mohd Husnan (2008), the skill of using essential equipment and machinery to prevent accidents.

In addition, PVMA teachers always practice elements of demonstration while doing practical work in the workshop. Teachers who demonstrate in advance can help students understand the right methods, techniques and styles for a given skill. This statement is supported by Syed Ali (2014) that teachers need to demonstrate during practical teaching to facilitate students' understanding of a practical work process. Furthermore, PVMA teachers always practice practical elements when doing practical work in the workshop. The PVMA teachers always asks the student representative to present a practical procedure that will be conducted in groups. This statement is supported by Talib

(2009) which states that students' practical work is intended to disseminate conceptions and encourage discussion among students to apply their ideas to new situations.

PVMA teachers also regularly guide poor students during their practical work. This is to help students master the concepts and skills of an activity correctly. This statement is supported by Kamarudin *et al.* (2009) that high skills are required by a teacher to guide students in practical practice. This is because during the practical phase, students will pick up and install all the equipment and materials provided.

The findings also show that PVMA teachers are always adopting feedback elements when doing practical work in the workshop. PVMA teachers always apply the practice of questioning students to practical work to test their understanding. This statement is supported by Alias Mahmud (2012), To ensure effective implementation of teaching, monitoring, evaluation and feedback play a vital role.

Furthermore, PVMA teachers always practice the assessment elements at the end of practical work in the workshop. PVMA educators practice assessments that focus on individual assessments. This assessment aims to determine the level of student mastery of the work that has been done. This statement is consistent with the findings Syed Ali *et al.* (2018), one of the ways to see how effective the teaching and learning process is through assessment techniques.

The Most Dominant Element of Practical Teaching in PVMA Teaching Practical

The findings show that the guidance element is the most important teaching element practiced by PVMA teachers during practical work. Guidance is a process to help students achieve their goals. Guidance also aims to ensure that students can practice well and apply their skills correctly. If there is a mistake made by the student during the practical process, the teacher can correct error. In line with the findings Halimoon (2019), the student will perform the practical work under the supervision and supervision of the teacher as well as the teacher giving guidance during the implementation so that the student can practice the hands-on skills himself.

Element of Practical Teaching Required by PVMA Teachers

Based on the analysis data that has been produced, it is shown that six elements of practical teaching are required by PVMA teachers when performing practical work in the workshop. The element of explanation needs to be practiced by the PVMA teachers especially the safety aspect during the initial training session. This explanation session is very important because the teachers will inform the students about the practical procedures that will be followed including a technique using the tool safely. This statement is supported by Md Husain *et al.* (2015) that safety in workshops is a shared responsibility especially for students who are doing practical work.

The teacher always demonstrates practical work steps before asking students to do the work in groups. The findings also show that PVMA teachers regularly conduct demonstrations to ensure that students have mastered the concepts and practical skills first before the actual activities. This finding is in line with the findings Muthusamy (2016), demonstration is a teacher demonstrating the use of materials and tools and ways to accomplish specific tasks.

The findings also found that PVMA teachers encourage students to come up with new ideas and transfer them into their own work. This statement is in line with PTV's main function of preparing individuals with hands-on skills compared to other skills (Kayan *et al.*, 2010). The findings also show that PVMA teachers will give students who are not yet competent in practical work to repeat the activity until they are competent.

PVMA teachers need to provide ongoing guidance to students throughout the practice to ensure that students do not make mistakes that could be harmful to themselves. This finding is supported by the findings Kamarudin (2009), that teachers need to patrol and monitor each group to ensure that students are engaged in the practical work they do. The findings of the study also found that PVMA teachers should always be with the students during the practical. According to Wee (2008), a teacher responsible for his or her assignments will provide ample guidance and guidance to his or her students.

The findings from the interviews show that feedback elements are needed in teaching and learning. This practice is necessary because the teacher needs to correct the mistakes made by the students so that they know where their mistakes and weaknesses are. In addition, the teacher can discuss in detail the group work. According to Robert Glaser's Learning Model, feedback is an important part of the teaching and learning process (Muhammad, Jasmi, Yahya, & Mustari, 2012).

The assessment required by the instructor is like assessing the student work at the end of the practical work. In fact, the assessment also determines whether the student is competent or not. According to Syed Ali *et al.* (2018), the assessment is to determine the position and progress of student achievement.

CONCLUSION

In conclusion, the findings of this study found that PVMA teachers often use practical teaching elements during their teaching. Therefore, this study will help PVMA teachers to practice best teaching practices throughout their teaching to enhance the effectiveness of teaching and learning. The important indicators element of practical teaching practice as outlined in the findings are guidance, practicality, feedback, explanation, assessment and demonstration.

Indirectly, teaching practice can help students improve their level of excellence and skills in practical work. This will help the Malaysian nation to produce a highly skilled and quality workforce that is internationally marketable. They are also able to improve the economy of life as well as improve the country's economy.

ACKNOWLEDGEMENT

The research is funded by PPG Grant K009 (Conceptual Model Of Vocational Teachers In Practical Teaching Practices On Competency Based Education And Training Approach (CBET), Universiti Tun Hussein Onn Malaysia (UTHM).

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