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# Pemeriksaan Pendidikan TVET di Malaysia Melalui Pendekatan Pembelajaran Berasaskan Industri: Cabaran dan Strategi Pelaksanaan

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## **Abstrak**

Kertas konsep ini membincangkan pemeriksaan Pendidikan dan Latihan Teknikal dan Vokasional (TVET) di Malaysia melalui pendekatan pembelajaran berasaskan industri (*Industry-Based Learning*, IBL). Walaupun pelbagai usaha telah dilaksanakan untuk memperkukuh sistem TVET, cabaran seperti ketidaksesuaian kurikulum dengan kehendak industri, hubungan yang lemah antara institusi pendidikan dan industri, serta persepsi negatif masyarakat terhadap laluan TVET masih berterusan. Kajian ini bertujuan menghuraikan kepentingan pendekatan IBL, mengenal pasti cabaran pelaksanaannya, serta mencadangkan strategi pelaksanaan yang lebih holistik dan berkesan. Dapatan menunjukkan bahawa penjajaran kurikulum bersama industri, pelaksanaan program latihan dual dan *Work-Based Learning* (WBL), penggunaan teknologi digital dalam latihan, serta penjenamaan semula TVET adalah antara strategi utama yang boleh mengukuhkan sinergi pendidikan-industri. Implikasi jangka panjangnya termasuk peningkatan kebolehpasaran graduan, pengurangan pengangguran belia, serta penjanaan tenaga kerja mahir tempatan yang lebih kompetitif. Kajian ini mencadangkan pendekatan sistematik dan mampan untuk menjadikan TVET sebagai teras utama dalam pembangunan negara berasaskan kemahiran.

**Katakunci** : TVET; IBL; WBL

## **Abstract**

This concept paper explores the strengthening of Technical and Vocational Education and Training (TVET) in Malaysia through the implementation of Industry-Based Learning (IBL). Despite various initiatives, challenges such as misalignment between institutional curricula and industry needs, limited practical training opportunities, and societal stigma toward TVET remain unresolved. The study aims to highlight the importance of the IBL approach, identify the key challenges in its implementation, and propose realistic, actionable strategies to enhance collaboration between education providers and industry stakeholders. The findings indicate that curriculum co-development, expansion of work-based learning (WBL) programs, integration of digital technologies in training, and large-scale rebranding of TVET are crucial to bridging the gap between education and employment. Long-term implications include improved graduate employability, reduced youth unemployment, and the development of a competitive, skilled local workforce. This study provides a systematic framework for positioning TVET as a key driver of Malaysia's skills-based national development.

**Keywords** : TVET; IBL; WBL

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