

3 Juni 2020

The screenshot shows a Gmail interface on a Windows desktop. The browser address bar shows the URL: <https://mail.google.com/mail/u/1/#search/tem/FMfcgxwHNgdkJsP>. The Gmail search bar contains the text "tem".

The left sidebar shows the following categories and counts:

- Tulis
- Kotak Masuk: 224
- Berbintang
- Ditunda
- Terkirim
- Draf: 20
- Selengkapnya
- Meet
 - Rapat baru
 - Rapat saya
- Hangout
 - Dr. Zainal Arifin, +

The main content area displays an email from **Niko Firman** (nikofirmans@gmail.com) sent on 3 Jun 2020 at 21:23. The subject is "[IJERE] Paper revision". The email body contains the following text:

Dear Authors,

My name is Niko Firman, IJERE Assistant Editor. Since your paper will be published in **Vol. 9 No. 3 September 2020**, please kindly send your revised paper in **two weeks** by replying to this email. **If you are late in replying, a re-schedule will be made.** We found that reference no. 46 and 47 are not cited in the manuscript. Please ensure that: All references have been cited in your text; Each citation should be written in the order of appearance in the text; The citations must be presented in numbering and CITATION ORDER is SEQUENTIAL [1], [2], [3], [4],

Thank you.

—
Regards,
Niko Firman
IJERE Assistant Editor
on behalf of Editor-in-Chief, International Journal of Evaluation and Research in Education

Below the email, a reply from **Muh Nurtanto, M.Pd** (mnurtanto23@untirta.ac.id) is partially visible, dated 3 Jun 2020 at 23:17.

The Windows taskbar at the bottom shows the system tray with the date and time: 10:47 AM, 19-Oct-20. The taskbar also displays icons for various applications including File Explorer, Microsoft Edge, and several instances of Google Chrome.

- Tulis
- Kotak Masuk 224
- Berbintang
- Ditunda
- Terkirim
- Draf 20
- Selengkapnya

- Meet
- Rapat baru
- Rapat saya
- Hangout
- Dr. Zainal Arifin, +

tem

8 dari 12

Muh Nurtanto, M.Pd <mnurtanto23@untirta.ac.id>
kepada Niko, warju, rabiman, nur.khilfah, saya

3 Jun 2020 23:17

Inggris > Indonesia Terjemahkan pesan Nonaktifkan untuk: Inggris x

Dear Niko Firman,
IJERE Assistant Editor

We thank you for the opportunity to publish in Vol. 9 No. 3 September 2020. We have checked and corrected quotations no. 46 and 47, there has been an error in the citation, but we have fixed it in the latest version. In addition, we have checked the citation of the order is Sequential. If there are still other things, we will fix it again. Thank you for the opportunity and we are committed to improving quality at IJERE through citation. We look forward to this good opportunity, in the future.

Best Regards

Muhammad Nurtanto
*Lecturer at the Department of Mechanical Engineering Education
University of Sultan Ageng Tirtayasa
Address: St. Ciwaru Raya No. 25 Serang City - Banten, Indonesia.
Contact: +628 2257 8101 28*

[Scopus ID: 57205063285](#)
[Publons ID: 2095942](#)
[Orcid ID: 0000-0001-9457-7844](#)
[Researcher ID: J-5095-2017](#)

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The TAWOCK Conceptual Model at Content Knowledge for Professional Teaching in Vocational Education

Zainal Arifin¹, Muhammad Nurtanto², Warju Warju³, Rabiman Rabiman⁴, Nur Kholifah⁵

¹Department of Automotive Engineering Education, Faculty of Engineering, Yogyakarta State University, Indonesia

²Department of Mechanical Engineering Education, Faculty of Teacher Training and Education, Universitas Sultan Ageng Tirtayasa, Indonesia

³Department of Mechanical Engineering Education, Faculty of Engineering, Universitas Negeri Surabaya, Indonesia

⁴Department of Mechanical Engineering Education, Faculty of Teacher Training and Education, Universitas Sarjanawiyata Tamansiswa, Indonesia.

⁵Department of Culinary and Fashion Education, Faculty of Engineering, Yogyakarta State University, Indonesia

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ABSTRACT

Now days, the integration of technology in the concept of learning is the trend in global education. The conceptual framework model is a general reference, and the only concept is TPACK. However, vocational education has knowledge of specific content, so adjusting conceptual models in professional learning is important to learn and offer. The purpose of this study is to evaluate the concept of TPACK into the concept of vocational education to improve the professionalism of vocational teachers in content knowledge. The author discusses the knowledge structure of vocational fields that are built based on work, content, technology, and the suitability of the learning approach. Based on the results of the article found a new construction in building knowledge in the field of vocational education with special expertise characteristics and shifting pedagogical concepts towards andragogy in learning concept. The results of the analysis recommend the TPACK concept transformed into the TAWOCK concept in vocational learning.

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Corresponding Author:

Muhammad Nurtanto
Department of Mechanical Engineering Education,
Faculty of Teacher Training and Education
Universitas Sultan Ageng Tirtayasa, Indonesia
Email: mnurtanto23@untirta.ac.id

1. INTRODUCTION

Teachers as instructors and learners have the most considerable influence in building students' experiences and understanding [1], [2]. Researchers and experts identified this conceptual with the term PCK (Pedagogical Knowledge Content) which provides an understanding of teaching not only the delivery of knowledge and students are not limited to the receipt of information, but rather its application. PCK is known as a professional teacher who is prepared differently from the teacher's material knowledge. PCK is considered an integrated and accumulated expertise in teacher teaching practices [3]. The concept of PCK is very diverse and experiences conceptual differences, but knowledge in PCK is inseparable from aspects of subject matter, strategic instructional representations, student learning and conceptions, general pedagogy, curriculum and media, context, purpose, and assessment [4], [5], [6], [7], [8], [9], [10]. However, the conceptual framework underwent transformation according to 21st century developments with technology integration. This makes PCK develop in the form of TPACK [11], [12], [13]. Despite developments, PCK and TPACK are still relevant for use by researchers. If observed in the knowledge of PCK content [14], [15], [16], [17] and TPACK [18], [19] are identical with science. While research with the same characteristics is still limited in its application in the field of vocational education. Therefore, researchers

consider the concept of a framework with vocational characteristics adapted from the TPACK concept to be offered as new model literature.

Professional vocational teachers adjust to change and are oriented towards the ability of students to masterwork skills (learning outcomes). Trilling and Fadel, conveyed the concept of learning outcomes that must be achieved into three elements, namely life and career skills, learning and innovation skills, and information, media, and technology skills [20]. All elements of this skill are directed at the concept of delivering learning or a conceptual model framework. This is a strong reason that the teacher is declared as a professional in the process of pouring the concept of knowledge. Through a clear concept, the aim of vocational education cannot be separated from its trajectory, namely as a solution in reducing unemployment [21], [22], thus giving birth to a new economy [23], [24]. All study discussions in the scope of technology including the TPACK concept were packaged by Mishara & Koehler [12]. Of course, the learning objectives of general education [25], [26] and vocational education have different approaches.

Chua and Jamil [27] has implemented TPACK into the TVET program with the consideration of a curriculum that involves many technologies [28] and multidisciplinary [29], so the technology knowledge is needed, namely TPACK. Researchers have a different perspective, where vocational education has specific reasons in certain fields and occupations and the pedagogical learning approach has shifted to andragogy where students have responsibility for their performance. This side is used as an excuse even though the TPACK adaptation is still being raised. The TPACK concept used by researchers does not mean it is not appropriate but will be different if it is adjusted to the field of work and learning approach. This is a strong reason why TPACK requires an evolution in the context of vocational learning.

2. RESEARCH METHOD

This study evaluates the concept of knowledge in vocational education that has applied TPACK and limitations in similar research. The knowledge content approach is approached in two points of view namely work objectives and learning approaches. The literature review is applied to propose a framework for transforming conceptual models according to the characteristics of vocational education as an important reference. In this study the central position as an important element in developing theory and evaluating practical problems. Roel J., [30] uses a conceptual framework model as a frame of research problems, describing phenomena, and analyzing their structure. The form of conceptual structure framework can the form of a set of constructs in the definition of phenomena and artefacts related to the context of the problem set [30]. The context of the problem is the evaluation of the TPACK framework in the perspective of vocational education needs.

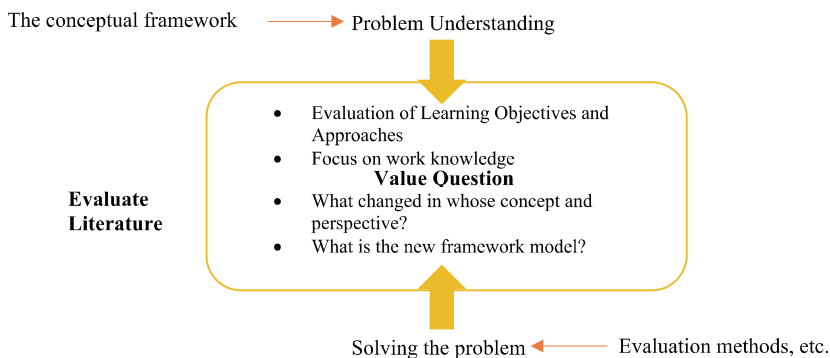


Figure 1. Evaluation of framework model content knowledge for vocational education

3. RESULTS AND ANALYSIS

3.1. Analysis of the Concept of Content Knowledge Changes

The concept of knowledge in learning undergoes rapid change. This research is based on the concept of thinking, namely the philosophy of vocational education that is held. Vocational education relies on meeting individual needs and the necessities of their lives [31]. This opinion is in line with Pavlova that vocational education prepares students to enter the workforce [32], [33]. In meeting needs, students must be able to compete and win the competition. The role of the vocational teacher is present in packaging the concept of understanding that matches the conditions of the workplace. Thus the curriculum content is needed in accordance with the context of the work objectives. Vocational education cannot be equated with

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general education. Because vocational education is oriented to specific skills in certain occupations [34]. Sudira, defines matters relating to the nature of work [35]. This means the nature, aspects, paths and levels of work careers through the development of different competencies. Researchers found the overall vocational concept, namely education for work.

The TPACK conceptual framework is general, while the needs for vocational education between fields have different achievements. That is, TPACK lacks discipline when applied in the vocational field. In the TPACK domain, the emphasis is on technological knowledge, pedagogical knowledge and content knowledge, which is integrated into the context of learning. However, work goals or expertise do not emerge if this concept is applied in vocational education. So, with a philosophical approach to vocational education, the concept of work as reference material. Also, TPACK uses a pedagogical approach while vocational education is adult education [50]. This means that the concept of the pedagogical learning approach is seen as not suitable to be applied to vocational students. [35] Offers a concept of learning with a Tri-Gogy approach namely (1) pedagogy, (2) andragogy; and (3) heutagogy. Pedagogical learning approaches are teacher-centered but andragogy and heutagogy prioritize student activity. This consideration reinforces the need for researchers to transform learning approaches in the context of vocational education. The pedagogical approach is less efficient in student freedom to develop adults and independence. While, illustrates that the challenge of the 21st century is to describe learning that leads to the maturity of learning.

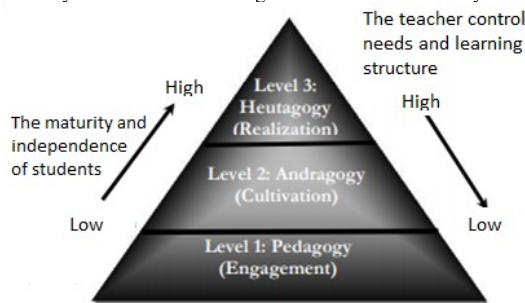


Figure 1. Level of Learning Approaches between Pedagogy, Andragogy, Heutagogy
Source: Taken from Lisa Marie Blaschke [36]

Thus the concept of TPACK has evolved in the knowledge of work and changed the knowledge of pedagogy with knowledge of andragogy. So the elements of renewal include Technology, Andragogy, Work, and Content Knowledge or called the new term TAWOCK. The following table is the distribution of knowledge in the field of science to the vocational field.

Table 1. Content Knowledge Change (CKC)

Knowledge Concept	Science of CK	Value in Vocational CK
Content	√	√
Work	-	√
Pedagogy	√	-
Andragogy	-	√
Technology	√	√

Source: adapted from Mishra and Koehler [12], adjusted.

3.2. TAWOCK Conceptual Framework for Vocational Education

The results of the research that were built produce four dominant needs in teaching knowledge in vocational education. Construction includes knowledge of content, knowledge of work, knowledge of technology and knowledge of learning approaches (andragogy). The dominant of the four terms, researchers refer to as TAWOCK (Technology-Andragogy-Work-Content Knowledge). The domain is determined with the following understanding:

1. Technology Knowledge (TK) is how to use technology as a tool to support learning. Technology is the ease of learning in theory and practice.
2. Andragogy Knowledge (AK) is how teachers teach competent-based work-oriented learning material. Learning is used with an adult approach and forms of independence such as PBL, PjBL, constructivism, collaboration [37].

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3. Content Knowledge (CK) is an important point to be learned according to the expert competence unit [38].
4. Work Knowledge (WK) is the type of work to be taken.

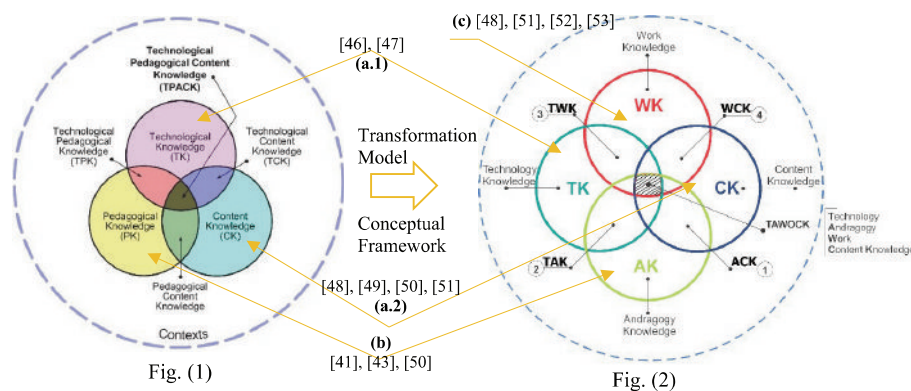
All four domains have integration in the adjacent domain. So that sub-divisions appear, namely Andragogy Content Knowledge (ACK), Technology Andragogy Knowledge (TAK), Work Technology Knowledge (TWK), and Work Content Knowledge (WCK). In facilitating the correlation between domains and subdomains, researchers explain in the formation of four circles that symbolize dominance and mutual integration. This is limited to describing relationships but not to explain the strength or main influence of the relationship (Fig. 2). The following descriptions of domains and subdomains are detailed (Table 2).

Table 2. Identity, Domain and Description of the conceptual framework of Knowledge in Vocational Education

Identity	Domain/sub domain	Description	References
(TK)	Technology Knowledge	The subject matter of knowledge sourced from the educational curriculum into subjects and subject matter content. Vocational education is divided into three groups of subjects namely normative, adaptive and productive. Everything must have content in scrutiny in the field of expertise.	[35], [39], [40], [41], [42], [43], [44], [45]
(AK)	Andragogy Knowledge	The ability to manage learning in theory and practice-oriented to maturity and independence. This is relevant to 21st-century learning.	
(CK)	Content Knowledge	The knowledge about how to use technology in learning needs in theory and practice. In vocational education tools based technology in the discussion of this domain.	
(WK)	Work Knowledge	The knowledge of what work is needed and what competencies are needed. The teacher's experience in the job is a determinant of success to be transferred to students.	
(ACK)	Andragogy Content Knowledge	The knowledge about how to represent and formulate the subject easily understood by students. Models, methods, strategies, and techniques become ways of packaging learning.	
(TAK)	Technology Andragogy Knowledge	The knowledge about technology that can help andragogy such as investigations or inventions in the construction of vocational knowledge.	
(TWK)	Technology Work Knowledge	The knowledge about how technology in the workplace is packaged in learning and supports knowledge construction.	
(WCK)	Technology Work Knowledge	The knowledge about how to work content can be constructed.	

The results of the research in the form of conceptual transformation of TPACK to TAWOCK are illustrated in the relationship of fig. 2. There are three concepts, namely the original concept (a), the concept of deformation (b), and the additional concept (c). The whole concept is intended so that the basic elements do not change with the consideration that this concept is in line with the demands of 21st century learning, namely the content of technology and knowledge. The concept of deformation is a shift in approach from pedagogy to andragogy which is adapted to the concept of learning in vocational education. Additional concepts are important because vocational specific values indicate that each competency is not the same among fields. This is what distinguishes general concepts from vocational concepts. So, TAWOCK becomes a new concept offered on the concept of knowledge in the field of vocational education.

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Noted:

(a) The original concept, (a.1) [41], [42] and (a.2) [48], [49], [50], [51]

(b) Deformed concepts, [41], [43], [50]

(c) The concepts raised [48], [51], [52], [53]

Figure 2. (1) Conceptual Framework TPACK <http://tpack.org/> and (2) Conceptual Framework TAWOCK for Vocational Education [54]

4. CONCLUSION

The essence of this research is how the conceptual framework in vocational learning is appropriate and specific. This research links several theoretical studies relating to knowledge of content, knowledge of technology, knowledge of learning approaches, and knowledge of integrated vocational education goals. Four domains as the key in applying vocational knowledge are Technology, Andragogy, Employment, and Content Knowledge. Characteristics are built from TPACK with several intact, flawed, and raised concepts. Each component is supported by relevant sources. Conceptual findings can be applied in the vocational field in terms of subject matter, strategic instructional representation, student learning and conception, general pedagogy, curriculum and media, context, objectives, and assessment. The TAWOCK conceptual model is set theoretically and empirical results as initial learning. Therefore, the conceptual model of the TAWOCK framework for the vocational field needs to be tested.

Acknowledgment

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Universitas Sultan Ageng Tirtayasa
Address: St. Ciwaru Raya No. 25 Serang City - Banten, Indonesia.
Contact: +628 2257 8101 28 (WA/CALL)

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The TAWOCK conceptual model at content knowledge for professional teaching in vocational education

Zainal Arifin¹, Muhammad Nurtanto², Warju Warju³, Rabiman Rabiman⁴, Nur Kholifah⁵

¹Department of Automotive Engineering Education, Yogyakarta State University, Indonesia

²Department of Mechanical Engineering Education, Universitas Sultan Ageng Tirtayasa, Indonesia

³Department of Mechanical Engineering Education, Universitas Negeri Surabaya, Indonesia

⁴Department of Mechanical Engineering Education, Universitas Sarjanawiyata Tamansiswa, Indonesia

⁵Department of Culinary and Fashion Education, Yogyakarta State University, Indonesia

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ABSTRACT

Now days, the integration of technology in the concept of learning is the trend in global education. The conceptual framework model is a general reference, and the only concept is TPACK. However, vocational education has knowledge of specific content, so adjusting conceptual models in professional learning is important to learn and offer. The purpose of this study is to evaluate the concept of TPACK into the concept of vocational education to improve the professionalism of vocational teachers in content knowledge. The author discusses the knowledge structure of vocational fields that are built based on work, content, technology, and the suitability of the learning approach. Based on the results of the article found a new construction in building knowledge in the field of vocational education with special expertise characteristics and shifting pedagogical concepts towards andragogy in learning concept. The results of the analysis recommend the TPACK concept transformed into the TAWOCK concept in vocational learning.

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Corresponding Author:

Muhammad Nurtanto,
Department of Mechanical Engineering Education,
Faculty of Teacher Training and Education,
Universitas Sultan Ageng Tirtayasa,
Cipocok Jaya, Kota Serang, Banten 42124, Indonesia.
Email: mnurtanto23@untirta.ac.id

1. INTRODUCTION

Teachers as instructors and learners have the most considerable influence in building students' experiences and understanding [1, 2]. Researchers and experts identified this conceptual with the term PCK (Pedagogical Knowledge Content) which provides an understanding of teaching not only the delivery of knowledge and students are not limited to the receipt of information, but rather its application. PCK is known as a professional teacher who is prepared differently from the teacher's material knowledge. PCK is considered an integrated and accumulated expertise in teacher teaching practices [3]. The concept of PCK is very diverse and experiences conceptual differences, but knowledge in PCK is inseparable from aspects of subject matter, strategic instructional representations, student learning and conceptions, general pedagogy, curriculum and media, context, purpose, and assessment [4-10]. However, the conceptual framework underwent transformation according to 21st century developments with technology integration. This makes PCK develop in the form of TPACK [11-13]. Despite developments, PCK and TPACK are still relevant for

use by researchers. If observed in the knowledge of PCK content [14-17] and TPACK [18, 19] are identical with science; while research with the same characteristics is still limited in its application in the field of vocational education. Therefore, researchers consider the concept of a framework with vocational characteristics adapted from the TPACK concept to be offered as new model literature.

Professional vocational teachers adjust to change and are oriented towards the ability of students to masterwork skills (learning outcomes). Trilling and Fadel, conveyed the concept of learning outcomes that must be achieved into three elements, namely life and career skills, learning and innovation skills, and information, media, and technology skills [20]. All elements of this skill are directed at the concept of delivering learning or a conceptual model framework. This is a strong reason that the teacher is declared as a professional in the process of pouring the concept of knowledge. Through a clear concept, the aim of vocational education cannot be separated from its trajectory, namely as a solution in reducing unemployment [21, 22], thus giving birth to a new economy [23, 24]. All study discussions in the scope of technology including the TPACK concept were packaged by Mishara & Koehler [12]. Of course, the learning objectives of general education [25, 26] and vocational education have different approaches.

Chua and Jamil [27] has implemented TPACK into the TVET program with the consideration of a curriculum that involves many technologies [28] and multidisciplinary [29], so the technology knowledge is needed, namely TPACK. Researchers have a different perspective, where vocational education has specific reasons in certain fields and occupations and the pedagogical learning approach has shifted to andragogy where students have responsibility for their performance. This side is used as an excuse even though the TPACK adaptation is still being raised. The TPACK concept used by researchers does not mean it is not appropriate but will be different if it is adjusted to the field of work and learning approach. This is a strong reason why TPACK requires an evolution in the context of vocational learning.

2. RESEARCH METHOD

This study evaluates the concept of knowledge in vocational education that has applied TPACK and limitations in similar research. The knowledge content approach is approached in two points of view namely works objectives and learning approaches. The literature review is applied to propose a framework for transforming conceptual models according to the characteristics of vocational education as an important reference. In this study the central position as an important element in developing theory and evaluating practical problems. Roel [30] uses a conceptual framework model as a frame of research problems, describing phenomena, and analyzing their structure. The form of conceptual structure framework can the form of a set of constructs in the definition of phenomena and artefacts related to the context of the problem set [30]. The context of the problem is the evaluation of the TPACK framework in the perspective of vocational education needs.

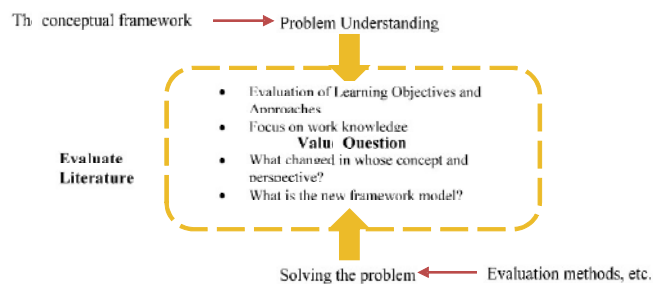


Figure 1. Evaluation of framework model content knowledge for vocational education

3. RESULTS AND DISCUSSION

3.1. Analysis of the concept of content knowledge changes

The concept of knowledge in learning undergoes rapid change. This research is based on the concept of thinking, namely the philosophy of vocational education that is held. Vocational education relies on meeting individual needs and the necessities of their lives [31]. This opinion is in line with Pavlova that

vocational education prepares students to enter the workforce [32, 33]. In meeting needs, students must be able to compete and win the competition. The role of the vocational teacher is present in packaging the concept of understanding that matches the conditions of the workplace. Thus the curriculum content is needed in accordance with the context of the work objectives. Vocational education cannot be equated with general education. It is because vocational education is oriented to specific skills in certain occupations [34]. Sudira defines matters relating to the nature of work [35]. This means the nature, aspects, paths and levels of work careers through the development of different competencies. Researchers found the overall vocational concept, namely education for work.

The TPACK conceptual framework is general, while the needs for vocational education between fields have different achievements. That is, TPACK lacks discipline when applied in the vocational field. In the TPACK domain, the emphasis is on technological knowledge, pedagogical knowledge and content knowledge, which is integrated into the context of learning. However, work goals or expertise do not emerge if this concept is applied in vocational education. So, with a philosophical approach to vocational education, the concept of work can be used as reference material. Also, TPACK uses a pedagogical approach while vocational education is adult education [36]. This means that the concept of the pedagogical learning approach is seen as not suitable to be applied to vocational students. Sudira [35] offers a concept of learning with a Tri-Gogy approach namely (1) pedagogy, (2) andragogy; and (3) heutagogy. Pedagogical learning approaches are teacher-centered but andragogy and heutagogy prioritize student activity. This consideration reinforces the need for researchers to transform learning approaches in the context of vocational education. The pedagogical approach is less efficient in student freedom to develop adults and independence. While, illustrates that the challenge of the 21st century is to describe learning that leads to the maturity of learning.

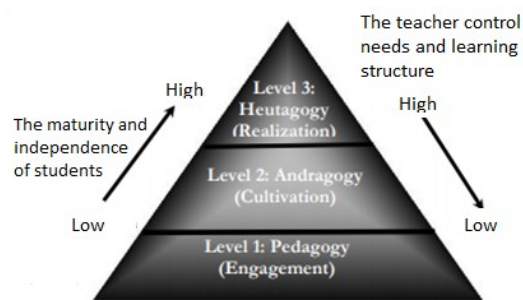


Figure 2. Level of learning approaches between pedagogy, andragogy, heutagogy [37]

Thus the concept of TPACK has evolved in the knowledge of work and changed the knowledge of pedagogy with knowledge of andragogy. So the elements of renewal include Technology, Andragogy, Work, and Content Knowledge or called the new term TAWOCK. Table 1 shows the distribution of knowledge in the field of science to the vocational field.

Table 1. Content knowledge change

Knowledge Concept	Science of CK	Value in Vocational CK
Content	√	√
Work	-	√
Pedagogy	√	-
Andragogy	-	√
Technology	√	√

Source: adapted from Mishra and Koehler [12], adjusted.

1.2. TAWOCK conceptual framework for vocational education

The results of the research that were built produce four dominant needs in teaching knowledge in vocational education. Construction includes knowledge of content, knowledge of work, knowledge of technology and knowledge of learning approaches (andragogy). The dominant of the four terms, researchers

refer to as TAWOCK (Technology-Andragogy-Work-Content Knowledge). The domain is determined with the following understanding:

- a. Technology Knowledge (TK) is how to use technology as a tool to support learning. Technology is the ease of learning in theory and practice.
- b. Andragogy Knowledge (AK) is how teachers teach competent-based work-oriented learning material. Learning is used with an adult approach and forms of independence such as PBL, PjBL, constructivism, collaboration [38].
- c. Content Knowledge (CK) is an important point to be learned according to the expert competence unit [39].
- d. Work Knowledge (WK) is the type of work to be taken.

All four domains have integration in the adjacent domain. So that sub-divisions appear, namely Andragogy Content Knowledge (ACK), Technology Andragogy Knowledge (TAK), Work Technology Knowledge (TWK), and Work Content Knowledge (WCK). In facilitating the correlation between domains and subdomains, researchers explain in the formation of four circles that symbolize dominance and mutual integration. This is limited to describing relationships but not to explain the strength or main influence of the relationship (Figure 2). The following descriptions of domains and subdomains are detailed (Table 2).

Table 2. Identity, domain and description of the conceptual framework of knowledge in vocational education

Identity	Domain/sub domain	Description	References
(TK)	Technology Knowledge	The subject matter of knowledge sourced from the educational curriculum into subjects and subject matter content. Vocational education is divided into three groups of subjects namely normative, adaptive and productive. Everything must have content in scrutiny in the field of expertise.	
(AK)	Andragogy Knowledge	The ability to manage learning in theory and practice-oriented to maturity and independence. This is relevant to 21st-century learning.	
(CK)	Content Knowledge	The knowledge about how to use technology in learning needs in theory and practice. In vocational education tools based technology in the discussion of this domain.	
(WK)	Work Knowledge	The knowledge of what work is needed and what competencies are needed. The teacher's experience in the job is a determinant of success to be transferred to students.	[35, 40-46]
(ACK)	Andragogy Content Knowledge	The knowledge about how to represent and formulate the subject easily understood by students. Models, methods, strategies, and techniques become ways of packaging learning.	
(TAK)	Technology Andragogy Knowledge	The knowledge about technology that can help andragogy such as investigations or inventions in the construction of vocational knowledge.	
(TWK)	Technology Work Knowledge	The knowledge about how technology in the workplace is packaged in learning and supports knowledge construction.	
(WCK)	Technology Work Knowledge	The knowledge about how to work content can be constructed.	

The results of the research in the form of conceptual transformation of TPACK to TAWOCK are illustrated in the relationship of Figure 2. There are three concepts, namely (a) the original concept, divided into (a.1) [47, 48] and (a.2) [36, 49-51]; (b) the concept of deformation/deformed concepts [36, 42, 44]; and (c) the additional concept/the concepts raised [49, 51-53]. The whole concept is intended so that the basic elements do not change with the consideration that this concept is in line with the demands of 21st century learning, namely the content of technology and knowledge. The concept of deformation is a shift in approach from pedagogy to andragogy which is adapted to the concept of learning in vocational education. Additional concepts are important because vocational specific values indicate that each competency is not the same among fields. This is what distinguishes general concepts from vocational concepts. So, TAWOCK becomes a new concept offered on the concept of knowledge in the field of vocational education.

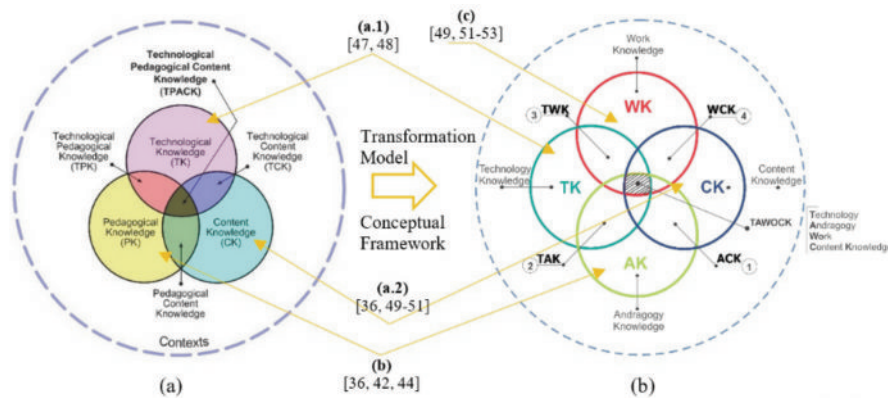


Figure 3. (a) Conceptual framework TPACK <http://tpack.org/> and (b) Conceptual framework TAWOCK for vocational education [54]

4. CONCLUSION

The essence of this research is how the conceptual framework in vocational learning is appropriate and specific. This research links several theoretical studies relating to knowledge of content, knowledge of technology, knowledge of learning approaches, and knowledge of integrated vocational education goals. Four domains as the key in applying vocational knowledge are Technology, Andragogy, Employment, and Content Knowledge. Characteristics are built from TPACK with several intact, flawed, and raised concepts. Each component is supported by relevant sources. Conceptual findings can be applied in the vocational field in terms of subject matter, strategic instructional representation, student learning and conception, general pedagogy, curriculum and media, context, objectives, and assessment. The TAWOCK conceptual model is set theoretically and empirical results as initial learning. Therefore, the conceptual model of the TAWOCK framework for the vocational field needs to be tested.

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The screenshot shows a Gmail interface on a Windows desktop. The browser tabs include 'Berhasil Masuk / Log In Succes', 'TEM Journal', '(2) WhatsApp', 'Staff Site Universitas Negeri Yo', and '[IJERE] Paper revision - zainal...'. The address bar shows the URL: <https://mail.google.com/mail/u/1/#search/tem/FMfcgxwJWrXKFbmi>. The search bar contains 'tem'. The left sidebar shows folders: 'Kotak Masuk' (224), 'Berbintang', 'Ditunda', 'Ter kirim', 'Draf' (20), 'Selengkapny', 'Meet' (Rapat baru, Rapat saya), and 'Hangout' (Dr. Zainal Arifin, +).

The main email content is a forwarded message from Niko Firman (nikofirmans@gmail.com) dated Wednesday, July 15, 2020, at 17:16. The subject is '[IJERE] Paper revision'. The recipients listed are Dr. Zainal Arifin (zainal.arifin@uny.ac.id), Nurkhalifah (nurkhalifah@uny.ac.id), Warju (warju@unness.ac.id), and Murnanto23 (murnanto23@untirta.ac.id). The email body reads:

Dear Authors,

Your paper is under editing and there is some revision from the Editor.
Here we attach your paper with comments, please revise on the file that we sent and send us back the revision in **two days** by replying to this email.
Thank you.

Regards,
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At the bottom of the email, there is a 'Virus-free' notification with the URL www.avg.com and a small thumbnail of the attached document.

The Windows taskbar at the bottom shows the search bar with 'Type here to search', several application icons (including Chrome, Word, and Photoshop), and the system tray displaying the time as 10:55 AM on 19-Oct-20.

The TAWOCK conceptual model at content knowledge for professional teaching in vocational education

Zainal Arifin¹, Muhammad Nurtanto², Warju Warju³, Rabiman Rabiman⁴, Nur Kholifah⁵

¹Department of Automotive Engineering Education, Yogyakarta State University, Indonesia

²Department of Mechanical Engineering Education, Universitas Sultan Ageng Tirtayasa, Indonesia

³Department of Mechanical Engineering Education, Universitas Negeri Surabaya, Indonesia

⁴Department of Mechanical Engineering Education, Universitas Sarjanawiyata Tamansiswa, Indonesia

⁵Department of Culinary and Fashion Education, Yogyakarta State University, Indonesia

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ABSTRACT

Now days, the integration of technology in the concept of learning is the trend in global education. The conceptual framework model is a general reference, and the only concept is TPACK. However, vocational education has knowledge of specific content, so adjusting conceptual models in professional learning is important to learn and offer. The purpose of this study is to evaluate the concept of TPACK into the concept of vocational education to improve the professionalism of vocational teachers in content knowledge. The author discusses the knowledge structure of vocational fields that are built based on work, content, technology, and the suitability of the learning approach. Based on the results of the article found a new construction in building knowledge in the field of vocational education with special expertise characteristics and shifting pedagogical concepts towards andragogy in learning concept. The results of the analysis recommend the TPACK concept transformed into the TAWOCK concept in vocational learning.

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Corresponding Author:

Muhammad Nurtanto,
Department of Mechanical Engineering Education,
Faculty of Teacher Training and Education,
Universitas Sultan Ageng Tirtayasa,
Cipocok Jaya, Kota Serang, Banten 42124, Indonesia.
Email: mnurtanto23@untirta.ac.id

1. INTRODUCTION

Teachers as instructors and learners have the most considerable influence in building students' experiences and understanding [1, 2]. Researchers and experts identified this conceptual with the term PCK (Pedagogical Knowledge Content) which provides an understanding of teaching not only the delivery of knowledge and students are not limited to the receipt of information, but rather its application. PCK is known as a professional teacher who is prepared differently from the teacher's material knowledge. PCK is considered an integrated and accumulated expertise in teacher teaching practices [3]. The concept of PCK is very diverse and experiences conceptual differences, but knowledge in PCK is inseparable from aspects of subject matter, strategic instructional representations, student learning and conceptions, general pedagogy, curriculum and media, context, purpose, and assessment [4-10]. However, the conceptual framework underwent transformation according to 21st century developments with technology integration. This makes PCK develop in the form of TPACK [11-13]. Despite developments, PCK and TPACK are still relevant for

use by researchers. If observed in the knowledge of PCK content [14-17] and TPACK [18, 19] are identical with science; while research with the same characteristics is still limited in its application in the field of vocational education. Therefore, researchers consider the concept of a framework with vocational characteristics adapted from the TPACK concept to be offered as new model literature.

Professional vocational teachers adjust to change and are oriented towards the ability of students to masterwork skills (learning outcomes). Trilling and Fadel, conveyed the concept of learning outcomes that must be achieved into three elements, namely life and career skills, learning and innovation skills, and information, media, and technology skills [20]. All elements of this skill are directed at the concept of delivering learning or a conceptual model framework. This is a strong reason that the teacher is declared as a professional in the process of pouring the concept of knowledge. Through a clear concept, the aim of vocational education cannot be separated from its trajectory, namely as a solution in reducing unemployment [21, 22], thus giving birth to a new economy [23, 24]. All study discussions in the scope of technology including the TPACK concept were packaged by Mishara & Koehler [12]. Of course, the learning objectives of general education [25, 26] and vocational education have different approaches.

Chua and Jamil [27] has implemented TPACK into the TVET program with the consideration of a curriculum that involves many technologies [28] and multidisciplinary [29], so the technology knowledge is needed, namely TPACK. Researchers have a different perspective, where vocational education has specific reasons in certain fields and occupations and the pedagogical learning approach has shifted to andragogy where students have responsibility for their performance. This side is used as an excuse even though the TPACK adaptation is still being raised. The TPACK concept used by researchers does not mean it is not appropriate but will be different if it is adjusted to the field of work and learning approach. This is a strong reason why TPACK requires an evolution in the context of vocational learning.

2. RESEARCH METHOD

This study evaluates the concept of knowledge in vocational education that has applied TPACK and limitations in similar research. The knowledge content approach is approached in two points of view namely works objectives and learning approaches. The literature review is applied to propose a framework for transforming conceptual models according to the characteristics of vocational education as an important reference. In this study the central position as an important element in developing theory and evaluating practical problems. Roel [30] uses a conceptual framework model as a frame of research problems, describing phenomena, and analyzing their structure. The form of conceptual structure framework can the form of a set of constructs in the definition of phenomena and artefacts related to the context of the problem set [30]. The context of the problem is the evaluation of the TPACK framework in the perspective of vocational education needs.

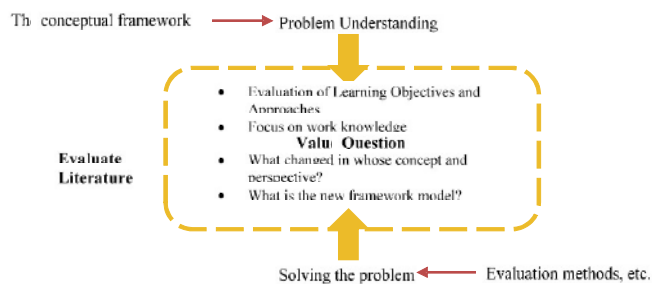


Figure 1. Evaluation of framework model content knowledge for vocational education

3. RESULTS AND DISCUSSION

3.1. Analysis of the concept of content knowledge changes

The concept of knowledge in learning undergoes rapid change. This research is based on the concept of thinking, namely the philosophy of vocational education that is held. Vocational education relies on meeting individual needs and the necessities of their lives [31]. This opinion is in line with Pavlova that

vocational education prepares students to enter the workforce [32, 33]. In meeting needs, students must be able to compete and win the competition. The role of the vocational teacher is present in packaging the concept of understanding that matches the conditions of the workplace. Thus the curriculum content is needed in accordance with the context of the work objectives. Vocational education cannot be equated with general education. It is because vocational education is oriented to specific skills in certain occupations [34]. Sudira defines matters relating to the nature of work [35]. This means the nature, aspects, paths and levels of work careers through the development of different competencies. Researchers found the overall vocational concept, namely education for work.

The TPACK conceptual framework is general, while the needs for vocational education between fields have different achievements. That is, TPACK lacks discipline when applied in the vocational field. In the TPACK domain, the emphasis is on technological knowledge, pedagogical knowledge and content knowledge, which is integrated into the context of learning. However, work goals or expertise do not emerge if this concept is applied in vocational education. So, with a philosophical approach to vocational education, the concept of work can be used as reference material. Also, TPACK uses a pedagogical approach while vocational education is adult education [36]. This means that the concept of the pedagogical learning approach is seen as not suitable to be applied to vocational students. Sudira [35] offers a concept of learning with a Tri-Gogy approach namely (1) pedagogy, (2) andragogy; and (3) heutagogy. Pedagogical learning approaches are teacher-centered but andragogy and heutagogy prioritize student activity. This consideration reinforces the need for researchers to transform learning approaches in the context of vocational education. The pedagogical approach is less efficient in student freedom to develop adults and independence. While, illustrates that the challenge of the 21st century is to describe learning that leads to the maturity of learning.

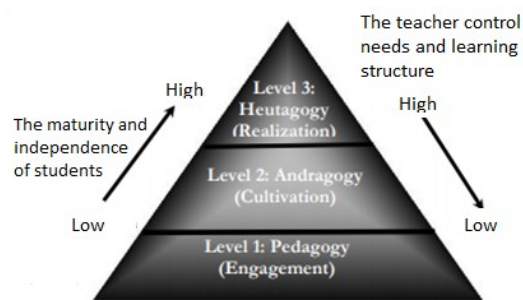


Figure 2. Level of learning approaches between pedagogy, andragogy, heutagogy [37]

Thus the concept of TPACK has evolved in the knowledge of work and changed the knowledge of pedagogy with knowledge of andragogy. So the elements of renewal include Technology, Andragogy, Work, and Content Knowledge or called the new term TAWOCK. Table 1 shows the distribution of knowledge in the field of science to the vocational field.

Table 1. Content knowledge change

Knowledge Concept	Science of CK	Value in Vocational CK
Content	√	√
Work	-	√
Pedagogy	√	-
Andragogy	-	√
Technology	√	√

Source: adapted from Mishra and Koehler [12], adjusted.

1.2. TAWOCK conceptual framework for vocational education

The results of the research that were built produce four dominant needs in teaching knowledge in vocational education. Construction includes knowledge of content, knowledge of work, knowledge of technology and knowledge of learning approaches (andragogy). The dominant of the four terms, researchers

refer to as TAWOCK (Technology-Andragogy-Work-Content Knowledge). The domain is determined with the following understanding:

- a. Technology Knowledge (TK) is how to use technology as a tool to support learning. Technology is the ease of learning in theory and practice.
- b. Andragogy Knowledge (AK) is how teachers teach competent-based work-oriented learning material. Learning is used with an adult approach and forms of independence such as PBL, PjBL, constructivism, collaboration [38].
- c. Content Knowledge (CK) is an important point to be learned according to the expert competence unit [39].
- d. Work Knowledge (WK) is the type of work to be taken.

All four domains have integration in the adjacent domain. So that sub-divisions appear, namely Andragogy Content Knowledge (ACK), Technology Andragogy Knowledge (TAK), Work Technology Knowledge (TWK), and Work Content Knowledge (WCK). In facilitating the correlation between domains and subdomains, researchers explain in the formation of four circles that symbolize dominance and mutual integration. This is limited to describing relationships but not to explain the strength or main influence of the relationship (Figure 2). The following descriptions of domains and subdomains are detailed (Table 2).

Table 2. Identity, domain and description of the conceptual framework of knowledge in vocational education

Identity	Domain/sub domain	Description	References
(TK)	Technology Knowledge	The subject matter of knowledge sourced from the educational curriculum into subjects and subject matter content. Vocational education is divided into three groups of subjects namely normative, adaptive and productive. Everything must have content in scrutiny in the field of expertise.	
(AK)	Andragogy Knowledge	The ability to manage learning in theory and practice-oriented to maturity and independence. This is relevant to 21st-century learning.	
(CK)	Content Knowledge	The knowledge about how to use technology in learning needs in theory and practice. In vocational education tools based technology in the discussion of this domain.	
(WK)	Work Knowledge	The knowledge of what work is needed and what competencies are needed. The teacher's experience in the job is a determinant of success to be transferred to students.	[35, 40-46]
(ACK)	Andragogy Content Knowledge	The knowledge about how to represent and formulate the subject easily understood by students. Models, methods, strategies, and techniques become ways of packaging learning.	
(TAK)	Technology Andragogy Knowledge	The knowledge about technology that can help andragogy such as investigations or inventions in the construction of vocational knowledge.	
(TWK)	Technology Work Knowledge	The knowledge about how technology in the workplace is packaged in learning and supports knowledge construction.	
(WCK)	Technology Work Knowledge	The knowledge about how to work content can be constructed.	

The results of the research in the form of conceptual transformation of TPACK to TAWOCK are illustrated in the relationship of Figure 2. There are three concepts, namely (a) the original concept, divided into (a.1) [47, 48] and (a.2) [36, 49-51]; (b) the concept of deformation/deformed concepts [36, 42, 44]; and (c) the additional concept/the concepts raised [49, 51-53]. The whole concept is intended so that the basic elements do not change with the consideration that this concept is in line with the demands of 21st century learning, namely the content of technology and knowledge. The concept of deformation is a shift in approach from pedagogy to andragogy which is adapted to the concept of learning in vocational education. Additional concepts are important because vocational specific values indicate that each competency is not the same among fields. This is what distinguishes general concepts from vocational concepts. So, TAWOCK becomes a new concept offered on the concept of knowledge in the field of vocational education.

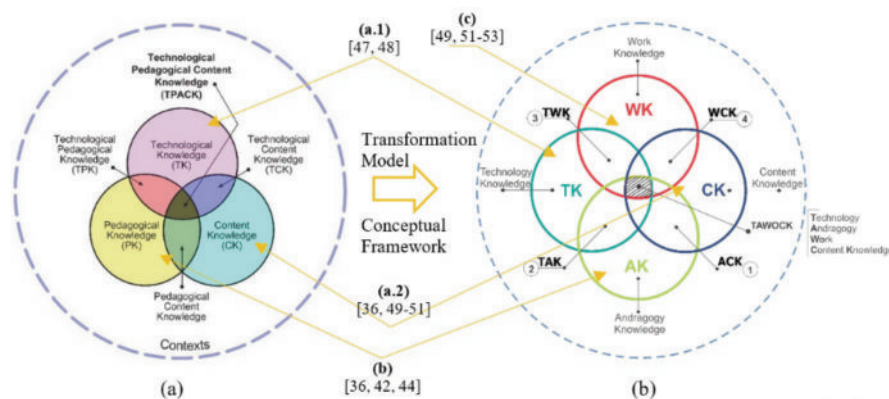


Figure 3. (a) Conceptual framework TPACK <http://tpack.org/> and (b) Conceptual framework TAWOCK for vocational education [54]

4. CONCLUSION

The essence of this research is how the conceptual framework in vocational learning is appropriate and specific. This research links several theoretical studies relating to knowledge of content, knowledge of technology, knowledge of learning approaches, and knowledge of integrated vocational education goals. Four domains as the key in applying vocational knowledge are Technology, Andragogy, Employment, and Content Knowledge. Characteristics are built from TPACK with several intact, flawed, and raised concepts. Each component is supported by relevant sources. Conceptual findings can be applied in the vocational field in terms of subject matter, strategic instructional representation, student learning and conception, general pedagogy, curriculum and media, context, objectives, and assessment. The TAWOCK conceptual model is set theoretically and empirical results as initial learning. Therefore, the conceptual model of the TAWOCK framework for the vocational field needs to be tested.

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23 Juli

The screenshot shows a Gmail interface on a Windows desktop. The browser tabs include 'Berhasil Masuk / Log In Succes', 'TEM Journal', '(2) WhatsApp', and two 'Staff Site Universitas Negeri Yo' tabs. The address bar shows a search for 'tem' on a Gmail page. The left sidebar lists folders: 'Tulis', 'Kotak Masuk' (224), 'Berbintang', 'Ditunda', 'Terkirim', 'Draf' (20), 'Selengkapnya', 'Meet', 'Rapat baru', 'Rapat saya', and 'Hangout' with 'Dr. Zainal Arifin'.

The main email is titled '[IJERE] Proofreading Paper for September 2020' and is from Niko Firman (nikofirmana@gmail.com) to Murnanto23. The subject is 'Kotak Masuk'. The email body contains the following text:

Dear Authors,

The following article will be published, please check again if there is a mistake in the title, author's name or affiliation. Please let us know for any changes or revision. The Editor gives you 3 days to reply this email, if you do not reply then the article is declared fixed. Thank you.

Regards,
Niko Firman
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The TAWOCK conceptual model at content knowledge for professional teaching in vocational education

Zainal Arifin¹, Muhammad Nurtanto², Warju Warju³, Rabiman Rabiman⁴, Nur Kholifah⁵

¹Department of Automotive Engineering Education, Yogyakarta State University, Indonesia

²Department of Mechanical Engineering Education, Universitas Sultan Ageng Tirtayasa, Indonesia

³Department of Mechanical Engineering, Universitas Negeri Surabaya, Indonesia

⁴Department of Mechanical Engineering Education, Universitas Sarjanawiyata Tamansiswa, Indonesia

⁵Department of Culinary and Fashion Education, Yogyakarta State University, Indonesia

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ABSTRACT

Now days, the integration of technology in the concept of learning is the trend in global education. The conceptual framework model is a general reference, and the only concept is Technology, Pedagogy, and Content Knowledge (TPACK). However, vocational education has knowledge of specific content, so adjusting conceptual models in professional learning is important to learn and offer. The purpose of this study is to evaluate the concept of TPACK into the concept of vocational education to improve the professionalism of vocational teachers in content knowledge. The author discusses the knowledge structure of vocational fields that are built based on work, content, technology, and the suitability of the learning approach. Based on the results of the article found a new construction in building knowledge in the field of vocational education with special expertise characteristics and shifting pedagogical concepts towards andragogy in learning concept. The results of the analysis recommend the TPACK concept transformed into the Technology, Andragogy, Work, and Content Knowledge (TAWOCK) concept in vocational learning.

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Corresponding Author:

Muhammad Nurtanto,
Department of Mechanical Engineering Education,
Faculty of Teacher Training and Education,
Universitas Sultan Ageng Tirtayasa,
Cipocok Jaya, Kota Serang, Banten 42124, Indonesia.
Email: mnurtanto23@untirta.ac.id

1. INTRODUCTION

Teachers as instructors and learners have the most considerable influence in building students' experiences and understanding [1, 2]. Researchers and experts identified this concept with the term Pedagogical Knowledge Content (PCK) which provides an understanding of teaching not only the delivery of knowledge and students are not limited to the receipt of information, but rather its application. PCK is known as a professional teacher who is prepared differently from the teacher's material knowledge. PCK is considered an integrated and accumulated expertise in teacher teaching practices [3]. The concept of PCK is very diverse and experiences, conceptual differences, but knowledge in PCK is inseparable from aspects of subject matter, strategic instructional representations, student learning and conceptions, general pedagogy, curriculum and media, context, purpose, and assessment [4-10]. However, the conceptual framework

underwent transformation according to 21st century developments with technology integration. This makes PCK develop in the form of TPACK [11-13]. Despite the developments, PCK and TPACK are still relevant for use by researchers. If observed in the knowledge of PCK content [14-17] and TPACK [18, 19] are identical with science; while research with the same characteristics is still limited in its application in the field of vocational education. Therefore, researchers consider the concept of a framework with vocational characteristics adapted from the TPACK concept to be offered as new model literature.

Professional vocational teachers adjust to change and are oriented towards the ability of students to masterwork skills (learning outcomes). Trilling and Fadel, conveyed the concept of learning outcomes that must be achieved into three elements, namely life and career skills, learning and innovation skills, and information, media, and technology skills [20]. All elements of this skill are directed at the concept of delivering learning or a conceptual model framework. This is a strong reason that the teacher is declared as a professional in the process of pouring the concept of knowledge. Through a clear concept, the aim of vocational education cannot be separated from its trajectory, namely as a solution in reducing unemployment [21, 22], thus giving birth to a new economy [23, 24]. All study discussions in the scope of technology including the TPACK concept were packaged by Mishara & Koehler [12]. Of course, the learning objectives of general education [25, 26] and vocational education have different approaches.

Chua and Jamil [27] has implemented TPACK into the TVET program with the consideration of a curriculum that involves many technologies [28] and multidisciplinary [29], so the technology knowledge is needed, namely TPACK. Researchers have a different perspective, where vocational education has specific reasons in certain fields and occupations and the pedagogical learning approach has shifted to andragogy where students have responsibility for their performance. This side is used as an excuse even though the TPACK adaptation is still being raised. The TPACK concept used by researchers does not mean it is not appropriate but will be different if it is adjusted to the field of work and learning approach. This is a strong reason why TPACK requires an evolution in the context of vocational learning.

2. RESEARCH METHOD

This study evaluates the concept of knowledge in vocational education that has applied TPACK and limitations in similar research. The knowledge content approach is approached in two points of view, namely works objectives and learning approaches. The literature review is applied to propose a framework for transforming conceptual models according to the characteristics of vocational education as an important reference. In this study the central position as an important element in developing theory and evaluating practical problems. Roel [30] uses a conceptual framework model as a frame of research problems, describing phenomena, and analyzing their structure. The form of conceptual structure framework can be the form of a set of constructs in the definition of phenomena and artifacts related to the context of the problem set [30]. The context of the problem is the evaluation of the TPACK framework in the perspective of vocational education needs. The conceptual structure of the evaluation model framework for vocational education is presented in Figure 1.

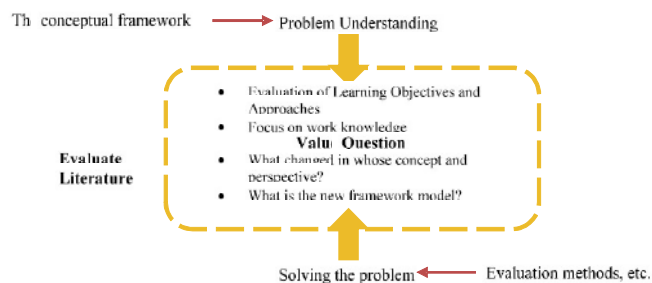


Figure 1. Evaluation of framework model content knowledge for vocational education

3. RESULTS AND DISCUSSION

1.1. Analysis of the concept of content knowledge changes

The concept of knowledge in learning undergoes rapid change. This research is based on the concept of thinking, namely the philosophy of vocational education that is held. Vocational education relies on

meeting individual needs and the necessities of their lives [31]. This opinion is in line with Pavlova that vocational education prepares students to enter the workforce [32, 33]. In meeting needs, students must be able to compete and win the competition. The role of the vocational teacher is present in packaging the concept of understanding that matches the conditions of the workplace. Thus the curriculum content is needed in accordance with the context of the work objectives. Vocational education cannot be equated with general education. It is because vocational education is oriented to specific skills in certain occupations [34]. Sudira defines matters relating to the nature of work [35]. This means the nature, aspects, paths and levels of work, careers through the development of different competencies. Researchers found the overall vocational concept, namely education for work.

The TPACK conceptual framework is general, while the needs for vocational education between fields have different achievements. That is, TPACK lacks discipline when applied in the vocational field. In the TPACK domain, the emphasis is on technological knowledge, pedagogical knowledge and content knowledge, which is integrated into the context of learning. However, work goals or expertise does not emerge if this concept is applied in vocational education. So, with a philosophical approach to vocational education, the concept of work can be used as reference material. Also, TPACK uses a pedagogical approach while vocational education is adult education [36]. This means that the concept of the pedagogical learning approach is seen as not suitable to be applied to vocational students. Sudira [35] offers a concept of learning with a Tri-Gogy approach, namely (1) pedagogy, (2) andragogy; and (3) heutagogy. Pedagogical learning approaches are teacher-centered, but andragogy and heutagogy prioritize student activity. This consideration reinforces the need for researchers to transform learning approaches in the context of vocational education. The pedagogical approach is less efficient in student freedom to develop adults and independence. While, illustrates that the challenge of the 21st century is to describe learning that leads to the maturity of learning. The level of learning approaches for adults and independence is presented in Figure 2.

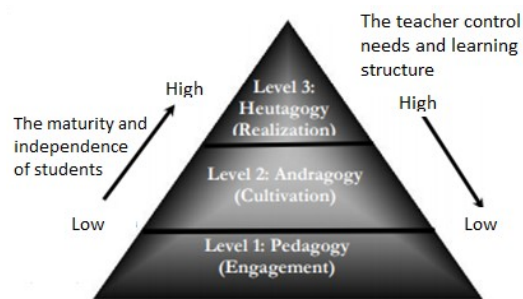


Figure 2. Level of learning approaches between pedagogy, andragogy, heutagogy [37]

Thus the concept of TPACK has evolved in the knowledge of work and changed the knowledge of pedagogy with knowledge of andragogy. So the elements of renewal include Technology, Andragogy, Work, and Content Knowledge or called the new term TAWOCK. Table 1 shows the distribution of knowledge in the field of science in the vocational field.

Knowledge Concept	Science of CK	Value in Vocational CK
Content	√	√
Work	-	√
Pedagogy	√	-
Andragogy	-	√
Technology	√	√

Source: adapted from Mishra and Koehler [12], adjusted.

1.2. TAWOCK conceptual framework for vocational education

The results of the research that were built produce four dominant needs in teaching knowledge in vocational education. Construction includes knowledge of content, knowledge of work, knowledge of

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technology and knowledge of learning approaches (andragogy). The dominant of the four terms, researchers refer to as TAWOCK (Technology-Andragogy-Work-Content Knowledge). The domain is determined with the following understanding:

- a. The Technology Knowledge (TK) is how to use technology as a tool to support learning. Technology is the ease of learning in theory and practice.
- b. The Andragogy Knowledge (AK) is how teachers teach competent-based work-oriented learning material. Learning is used with an adult approach and forms of independence such as PBL, PjBL, constructivism, collaboration [38].
- c. The Content Knowledge (CK) is an important point to be learned according to the expert competence unit [39].
- d. The Work Knowledge (WK) is the type of work to be taken.

All four domains have integration in the adjacent domain. So that sub-divisions appear, namely Andragogy Content Knowledge (ACK), Technology Andragogy Knowledge (TAK), Work Technology Knowledge (TWK), and Work Content Knowledge (WCK). In facilitating the correlation between domains and subdomains, researchers explain in the formation of four circles that symbolize dominance and mutual integration. This is limited to describing relationships, but not to explain the strength or main influence of the relationship (Figure 2). The following descriptions of domains and subdomains are detailed (Table 2).

Table 2. Identity, domain and description of the conceptual framework of knowledge in vocational education

Identity	Domain/sub domain	Description	References
(TK)	Technology Knowledge	The subject matter of knowledge sourced from the educational curriculum into subjects and subject matter content. Vocational education is divided into three groups of subjects, namely normative, adaptive and productive. Everything must have content in scrutiny in the field of expertise.	
(AK)	Andragogy Knowledge	The ability to manage learning in theory and practice-oriented to maturity and independence. This is relevant to 21st-century learning.	
(CK)	Content Knowledge	The knowledge about how to use technology in learning needs in theory and practice. In vocational education tools based technology in the discussion of this domain.	
(WK)	Work Knowledge	The knowledge of what work is needed and what competencies are needed. The teacher's experience in the job is a determinant of success to be transferred to students.	[35, 40-46]
(ACK)	Andragogy Content Knowledge	The knowledge about how to represent and formulate the subject easily understood by students. Models, methods, strategies, and techniques become ways of packaging learning.	
(TAK)	Technology Andragogy Knowledge	The knowledge about technology that can help andragogy such as investigations or inventions in the construction of vocational knowledge.	
(TWK)	Technology Work Knowledge	The knowledge about how technology in the workplace is packaged in learning and support knowledge construction.	
(WCK)	Technology Work Knowledge	The knowledge about how to work content can be constructed.	

The results of the research in the form of conceptual transformation of TPACK to TAWOCK are illustrated in the relationship of Figure 2. There are three concepts, namely (a) the original concept, divided into (a.1) [47, 48] and (a.2) [36, 49-51]; (b) the concept of deformation/deformed concepts [36, 42, 44]; and (c) the additional concept/the concepts raised [49, 51-53]. The whole concept is intended so that the basic elements do not change with the consideration that this concept is in line with the demands of 21st century learning, namely the content of technology and knowledge. The concept of deformation is a shift in approach from pedagogy to andragogy which is adapted to the concept of learning in vocational education. Additional concepts are important because vocational specific values indicate that each competency is not the same among fields. This is what distinguishes general concepts from vocational concepts. So, The TAWOCK conceptual model in Figure 3, becomes a new concept offered on the concept of knowledge in the field of vocational education.

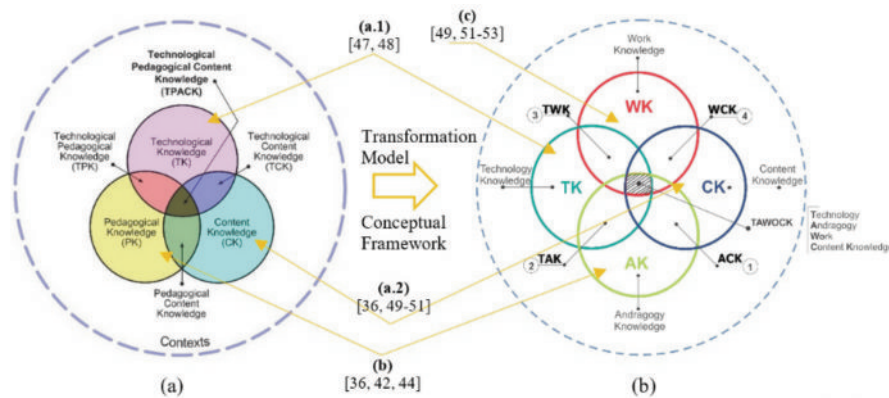


Figure 3. (a) Conceptual framework TPACK <http://tpack.org/> and (b) Conceptual framework TAWOCK for vocational education [54]

4. CONCLUSION

The essence of this research is how the conceptual framework in vocational learning is appropriate and specific. This research links several theoretical studies relating to knowledge of content, knowledge of technology, knowledge of learning approaches, and knowledge of integrated vocational education goals. Four domains as the key in applying vocational knowledge are Technology, Andragogy, Employment, and Content Knowledge. Characteristics are built from TPACK with several intact, flawed, and raised concepts. Each component is supported by relevant sources. Conceptual findings can be applied in the vocational field in terms of subject matter, strategic instructional representation, student learning and conception, general pedagogy, curriculum and media, context, objectives, and assessment. The TAWOCK conceptual model is set theoretically and empirical results as initial learning. Therefore, the conceptual model of the TAWOCK framework for the vocational field needs to be tested.

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The TAWOCK conceptual model at content knowledge for professional teaching in vocational education

Zainal Arifin¹, Muhammad Nurtanto², Warju Warju³, Rabiman Rabiman⁴, Nur Kholifah⁵

¹Department of Automotive Engineering Education, Yogyakarta State University, Indonesia

²Department of Mechanical Engineering Education, Universitas Sultan Ageng Tirtayasa, Indonesia

³Department of Mechanical Engineering, Universitas Negeri Surabaya, Indonesia

⁴Department of Mechanical Engineering Education, Universitas Sarjanawiyata Tamansiswa, Indonesia

⁵Department of Culinary and Fashion Education, Yogyakarta State University, Indonesia

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ABSTRACT

Now days, the integration of technology in the concept of learning is the trend in global education. The conceptual framework model is a general reference, and the only concept is Technology, Pedagogy, and Content Knowledge (TPACK). However, vocational education has knowledge of specific content, so adjusting conceptual models in professional learning is important to learn and offer. The purpose of this study is to evaluate the concept of TPACK into the concept of vocational education to improve the professionalism of vocational teachers in content knowledge. The author discusses the knowledge structure of vocational fields that are built based on work, content, technology, and the suitability of the learning approach. Based on the results of the article found a new construction in building knowledge in the field of vocational education with special expertise characteristics and shifting pedagogical concepts towards andragogy in learning concept. The results of the analysis recommend the TPACK concept transformed into the Technology, Andragogy, Work, and Content Knowledge (TAWOCK) concept in vocational learning.

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Corresponding Author:

Muhammad Nurtanto,
Department of Mechanical Engineering Education,
Faculty of Teacher Training and Education,
Universitas Sultan Ageng Tirtayasa,
Cipocok Jaya, Kota Serang, Banten 42124, Indonesia.
Email: mnurtanto23@untirta.ac.id

1. INTRODUCTION

Teachers as instructors and learners have the most considerable influence in building students' experiences and understanding [1, 2]. Researchers and experts identified this concept with the term Pedagogical Knowledge Content (PCK) which provides an understanding of teaching not only the delivery of knowledge and students are not limited to the receipt of information, but rather its application. PCK is known as a professional teacher who is prepared differently from the teacher's material knowledge. PCK is considered an integrated and accumulated expertise in teacher teaching practices [3]. The concept of PCK is very diverse and experiences, conceptual differences, but knowledge in PCK is inseparable from aspects of subject matter, strategic instructional representations, student learning and conceptions, general pedagogy, curriculum and media, context, purpose, and assessment [4-10]. However, the conceptual framework

underwent transformation according to 21st century developments with technology integration. This makes PCK develop in the form of TPACK [11-13]. Despite the developments, PCK and TPACK are still relevant for use by researchers. If observed in the knowledge of PCK content [14-17] and TPACK [18, 19] are identical with science; while research with the same characteristics is still limited in its application in the field of vocational education. Therefore, researchers consider the concept of a framework with vocational characteristics adapted from the TPACK concept to be offered as new model literature.

Professional vocational teachers adjust to change and are oriented towards the ability of students to masterwork skills (learning outcomes). Trilling and Fadel, conveyed the concept of learning outcomes that must be achieved into three elements, namely life and career skills, learning and innovation skills, and information, media, and technology skills [20]. All elements of this skill are directed at the concept of delivering learning or a conceptual model framework. This is a strong reason that the teacher is declared as a professional in the process of pouring the concept of knowledge. Through a clear concept, the aim of vocational education cannot be separated from its trajectory, namely as a solution in reducing unemployment [21, 22], thus giving birth to a new economy [23, 24]. All study discussions in the scope of technology including the TPACK concept were packaged by Mishara & Koehler [12]. Of course, the learning objectives of general education [25, 26] and vocational education have different approaches.

Chua and Jamil [27] has implemented TPACK into the TVET program with the consideration of a curriculum that involves many technologies [28] and multidisciplinary [29], so the technology knowledge is needed, namely TPACK. Researchers have a different perspective, where vocational education has specific reasons in certain fields and occupations and the pedagogical learning approach has shifted to andragogy where students have responsibility for their performance. This side is used as an excuse even though the TPACK adaptation is still being raised. The TPACK concept used by researchers does not mean it is not appropriate but will be different if it is adjusted to the field of work and learning approach. This is a strong reason why TPACK requires an evolution in the context of vocational learning.

2. RESEARCH METHOD

This study evaluates the concept of knowledge in vocational education that has applied TPACK and limitations in similar research. The knowledge content approach is approached in two points of view, namely works objectives and learning approaches. The literature review is applied to propose a framework for transforming conceptual models according to the characteristics of vocational education as an important reference. In this study the central position as an important element in developing theory and evaluating practical problems. Roel [30] uses a conceptual framework model as a frame of research problems, describing phenomena, and analyzing their structure. The form of conceptual structure framework can be the form of a set of constructs in the definition of phenomena and artifacts related to the context of the problem set [30]. The context of the problem is the evaluation of the TPACK framework in the perspective of vocational education needs. The conceptual structure of the evaluation model framework for vocational education is presented in Figure 1.

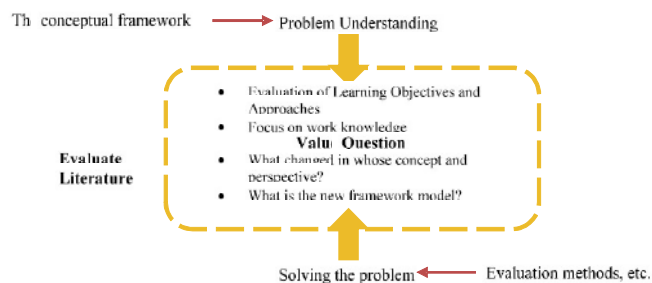


Figure 1. Evaluation of framework model content knowledge for vocational education

3. RESULTS AND DISCUSSION

1.1. Analysis of the concept of content knowledge changes

The concept of knowledge in learning undergoes rapid change. This research is based on the concept of thinking, namely the philosophy of vocational education that is held. Vocational education relies on

meeting individual needs and the necessities of their lives [31]. This opinion is in line with Pavlova that vocational education prepares students to enter the workforce [32, 33]. In meeting needs, students must be able to compete and win the competition. The role of the vocational teacher is present in packaging the concept of understanding that matches the conditions of the workplace. Thus the curriculum content is needed in accordance with the context of the work objectives. Vocational education cannot be equated with general education. It is because vocational education is oriented to specific skills in certain occupations [34]. Sudira defines matters relating to the nature of work [35]. This means the nature, aspects, paths and levels of work, careers through the development of different competencies. Researchers found the overall vocational concept, namely education for work.

The TPACK conceptual framework is general, while the needs for vocational education between fields have different achievements. That is, TPACK lacks discipline when applied in the vocational field. In the TPACK domain, the emphasis is on technological knowledge, pedagogical knowledge and content knowledge, which is integrated into the context of learning. However, work goals or expertise does not emerge if this concept is applied in vocational education. So, with a philosophical approach to vocational education, the concept of work can be used as reference material. Also, TPACK uses a pedagogical approach while vocational education is adult education [36]. This means that the concept of the pedagogical learning approach is seen as not suitable to be applied to vocational students. Sudira [35] offers a concept of learning with a Tri-Gogy approach, namely (1) pedagogy, (2) andragogy; and (3) heutagogy. Pedagogical learning approaches are teacher-centered, but andragogy and heutagogy prioritize student activity. This consideration reinforces the need for researchers to transform learning approaches in the context of vocational education. The pedagogical approach is less efficient in student freedom to develop adults and independence. While, illustrates that the challenge of the 21st century is to describe learning that leads to the maturity of learning. The level of learning approaches for adults and independence is presented in Figure 2.

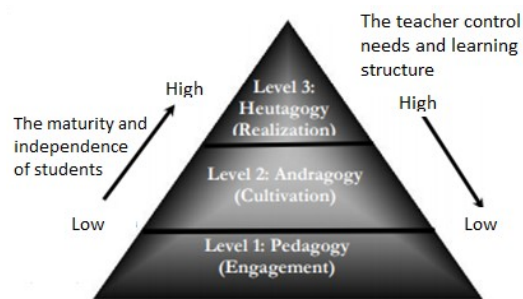


Figure 2. Level of learning approaches between pedagogy, andragogy, heutagogy [37]

Thus the concept of TPACK has evolved in the knowledge of work and changed the knowledge of pedagogy with knowledge of andragogy. So the elements of renewal include Technology, Andragogy, Work, and Content Knowledge or called the new term TAWOCK. Table 1 shows the distribution of knowledge in the field of science in the vocational field.

Knowledge Concept	Science of CK	Value in Vocational CK
Content	√	√
Work	-	√
Pedagogy	√	-
Andragogy	-	√
Technology	√	√

Source: adapted from Mishra and Koehler [12], adjusted.

1.2. TAWOCK conceptual framework for vocational education

The results of the research that were built produce four dominant needs in teaching knowledge in vocational education. Construction includes knowledge of content, knowledge of work, knowledge of

The TAWOCK conceptual model at content knowledge for professional teaching in ... (Zainal Arifin)

technology and knowledge of learning approaches (andragogy). The dominant of the four terms, researchers refer to as TAWOCK (Technology-Andragogy-Work-Content Knowledge). The domain is determined with the following understanding:

- a. The Technology Knowledge (TK) is how to use technology as a tool to support learning. Technology is the ease of learning in theory and practice.
- b. The Andragogy Knowledge (AK) is how teachers teach competent-based work-oriented learning material. Learning is used with an adult approach and forms of independence such as PBL, PjBL, constructivism, collaboration [38].
- c. The Content Knowledge (CK) is an important point to be learned according to the expert competence unit [39].
- d. The Work Knowledge (WK) is the type of work to be taken.

All four domains have integration in the adjacent domain. So that sub-divisions appear, namely Andragogy Content Knowledge (ACK), Technology Andragogy Knowledge (TAK), Work Technology Knowledge (TWK), and Work Content Knowledge (WCK). In facilitating the correlation between domains and subdomains, researchers explain in the formation of four circles that symbolize dominance and mutual integration. This is limited to describing relationships, but not to explain the strength or main influence of the relationship (Figure 2). The following descriptions of domains and subdomains are detailed (Table 2).

Table 2. Identity, domain and description of the conceptual framework of knowledge in vocational education

Identity	Domain/sub domain	Description	References
(TK)	Technology Knowledge	The subject matter of knowledge sourced from the educational curriculum into subjects and subject matter content. Vocational education is divided into three groups of subjects, namely normative, adaptive and productive. Everything must have content in scrutiny in the field of expertise.	
(AK)	Andragogy Knowledge	The ability to manage learning in theory and practice-oriented to maturity and independence. This is relevant to 21st-century learning.	
(CK)	Content Knowledge	The knowledge about how to use technology in learning needs in theory and practice. In vocational education tools based technology in the discussion of this domain.	
(WK)	Work Knowledge	The knowledge of what work is needed and what competencies are needed. The teacher's experience in the job is a determinant of success to be transferred to students.	[35, 40-46]
(ACK)	Andragogy Content Knowledge	The knowledge about how to represent and formulate the subject easily understood by students. Models, methods, strategies, and techniques become ways of packaging learning.	
(TAK)	Technology Andragogy Knowledge	The knowledge about technology that can help andragogy such as investigations or inventions in the construction of vocational knowledge.	
(TWK)	Technology Work Knowledge	The knowledge about how technology in the workplace is packaged in learning and support knowledge construction.	
(WCK)	Technology Work Knowledge	The knowledge about how to work content can be constructed.	

The results of the research in the form of conceptual transformation of TPACK to TAWOCK are illustrated in the relationship of Figure 2. There are three concepts, namely (a) the original concept, divided into (a.1) [47, 48] and (a.2) [36, 49-51]; (b) the concept of deformation/deformed concepts [36, 42, 44]; and (c) the additional concept/the concepts raised [49, 51-53]. The whole concept is intended so that the basic elements do not change with the consideration that this concept is in line with the demands of 21st century learning, namely the content of technology and knowledge. The concept of deformation is a shift in approach from pedagogy to andragogy which is adapted to the concept of learning in vocational education. Additional concepts are important because vocational specific values indicate that each competency is not the same among fields. This is what distinguishes general concepts from vocational concepts. So, The TAWOCK conceptual model in Figure 3, becomes a new concept offered on the concept of knowledge in the field of vocational education.

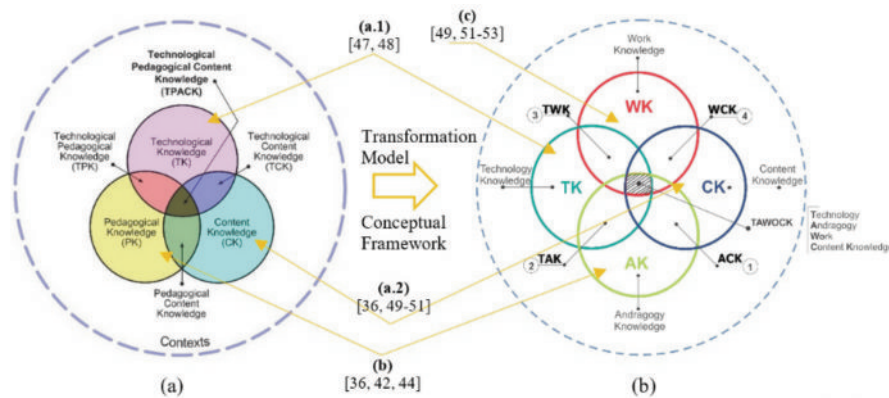


Figure 3. (a) Conceptual framework TPACK <http://tpack.org/> and (b) Conceptual framework TAWOCK for vocational education [54]

4. CONCLUSION

The essence of this research is how the conceptual framework in vocational learning is appropriate and specific. This research links several theoretical studies relating to knowledge of content, knowledge of technology, knowledge of learning approaches, and knowledge of integrated vocational education goals. Four domains as the key in applying vocational knowledge are Technology, Andragogy, Employment, and Content Knowledge. Characteristics are built from TPACK with several intact, flawed, and raised concepts. Each component is supported by relevant sources. Conceptual findings can be applied in the vocational field in terms of subject matter, strategic instructional representation, student learning and conception, general pedagogy, curriculum and media, context, objectives, and assessment. The TAWOCK conceptual model is set theoretically and empirical results as initial learning. Therefore, the conceptual model of the TAWOCK framework for the vocational field needs to be tested.

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