



A Study of Teacher Professionalism in Online Learning Based on School Accreditation in Vocational High School

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Abstrak

Masalah dalam penelitian ini adalah profesionalisme guru masih rendah, mayoritas guru kurang mampu beradaptasi dengan keterampilan guru abad 21, kurangnya motivasi guru dalam meningkatkan kualitas diri karena tidak mampu bersaing dan tidak siap mengikuti perkembangan zaman, dan kurangnya kemampuan guru dalam menerapkan keterampilan abad 21 di SMK Negeri 2 Sungai Penuh. Tujuan penelitian ini adalah untuk mengetahui bagaimana pengaruh akreditasi SMK Negeri 2 Sungai Penuh terhadap profesionalisme guru dalam pembelajaran online. Metode penelitian yang digunakan adalah kombinasi teknik kuantitatif dan kualitatif. Populasi penelitian ini terdiri dari 95 orang siswa kelas X TITL. Ukuran sampel untuk penelitian ini adalah 95 individu. Total sampling digunakan sebagai metode pengambilan sampel. Analisis data deskriptif digunakan, dan Tingkat Capaian Responden di ukur (TCR). Hasil penelitian menunjukkan bahwa profesionalisme guru pada indikator literasi era digital adalah 45,71 persen, dengan interpretasi yang salah. Interpretasi yang salah menghasilkan nilai 46,92% untuk indikator daya cipta. Pada indikator komunikasi yang efektif, interpretasi yang buruk menghasilkan nilai 46,92%. Dengan interpretasi yang tidak tepat, diperoleh nilai 48,07 persen untuk indikator produktivitas tinggi. Secara keseluruhan, profesionalisme instruktur memperoleh nilai 46,90% untuk penafsiran yang kurang baik. Atas dasar akreditasi sekolah SMKN 2 Sungai Penuh, dapat disimpulkan bahwa profesionalisme guru dalam pembelajaran online telah salah diinterpretasikan.

Kata Kunci: *profesionalisme, sekolah online, akreditasi sekolah, sekolah menengah kejuruan*

Abstract

The problem in this study is that teacher professionalism is still low, the majority of teachers are less able to adapt to the skills of 21st century teachers, there is a lack of teacher motivation in improving self-quality due to not being able to compete and not being prepared to keep up with the times, and there is a lack of teacher ability to apply 21st century skills. at SMK Negeri 2 Sungai Penuh. The purpose of this study is to determine how the accreditation of SMK Negeri 2 Sungai Penuh influences the professionalism of teachers in online learning. The research method employed is a combination of quantitative and qualitative techniques. The population of this study consisted of 95 TITL class X students. The sample size for this study was 95 individuals. Total sampling is used as the sampling method. Descriptive data analysis is employed, and Respondent's Level of Achievement is measured (TCR). The results indicated that the professionalism of teachers on the indicator of digital age literacy was 45.71 percent, with an incorrect interpretation. An incorrect interpretation yielded a value of 46.92% for the indicator of inventiveness. On the indicator of effective communication, a poor interpretation yielded a value of 46.92%. With improper interpretation, a value of 48.07 percent was obtained for the indicator of high productivity. Overall, the professionalism of the instructor received a score of 46.90% for a poor interpretation. On the basis of SMKN 2 Sungai Penuh school accreditation, it can be deduced that the professionalism of teachers in online learning has been misconstrued.

Keywords: *professionalism, online school, school accreditation, vocational high school*

INTRODUCTION

Entering the 21st century, technological advances have impacted various aspects of life, including education. In the twenty-first century, teachers and students, lecturers and students, educators and students, must have teaching and learning skills (Dakhi et al., 2020). A number of challenges and opportunities must be faced by students and teachers in order to survive the age of knowledge in this information age (Eliza et al., 2019). Lian (2021) emphasized that the standards for 21st-century, or digital-century, schools for teachers and students are related to the application of technology in learning. Teachers must be able to prepare their students to live in the digital age, one of which is to use their knowledge of subject matter, learning, and technology to facilitate advanced student learning experiences, creativity, and innovation in face-to-face and virtual situations.

Professional teachers must not only be competent to teach in accordance with the pedagogical competency criteria, but also cultivate professionalism. Teachers must possess pedagogical, individual, social, and professional competencies. According to Perni (2019), 21st-century competency comprises five types of abilities necessary for 21st-century educators. Participating in professional development and leadership. According to 21st century skills encompass life and job skills, learning and innovation skills, as well as information technology and media skills (information, media, and technology skills).

The fundamental objective of vocational high schools (SMK) is to assist students acquire a professional mentality and prepare them for entry into the job. They were developed to address the demand for a ready-to-use, high-quality secondary labor in the business and industrial sectors. Graduates of SMK must be prepared to compete in the workforce and possess vocational skill competencies in accordance with their respective programs of expertise. Important for the development of human resources, the National Education System comprises vocational high schools and vocational schools. Article 15 of the Law on the National School System, commonly known as UUSPN No. 20 of 2003, states that the purpose of vocational secondary education is to prepare students for employment in specific

professions. In Indonesia, the Vocational High School is an alternative for senior secondary education (SMK). This 21st-century learning has a big impact on vocational high schools as a result of their extensive use of information technology.

Life and career skills: instructors are adaptable in interacting with the community both within and outside of the school setting, readily adapt to environmental changes, and have a strong sense of leadership and responsibility. In terms of learning and innovation skills, educators or teachers must be lifelong learners, consistently innovative, and able to think critically and creatively. A teacher becomes an inventor, which is fundamentally necessary for enhancing the quality of education and technological advancement.

On the basis of indirect and direct observations of class X TITL students at SMKN 2 Sungai Penuh done by researchers as part of their research, it was found that teacher professionalism is still lacking. One in six teachers in the TITL Department holds a certification. Existence of an online learning policy during a pandemic requires teachers to be able and willing to adopt the skills of technology-based 21st century educators. The technology in question may include E-learning, Google Classroom, the Zoom application, Gmail, WhatsApp, and other online learning support tools. Despite contrary facts, the majority of teachers are less capable of adapting to the skills demanded of instructors in the 21st century (Dakhi et al., 2022).

Based on the findings of an interview with one of the teachers at SMKN 2 Sungai Penuh conducted by the researcher, it was determined that in terms of life and career skills, teachers must be able to manage projects and generate products. In fact, project management and product production at SMK Negeri 2 Sungai Penuh are not aligned with vocational skills. Then, only three teachers in the TITL department are able to use digital media for learning, such as laptops. Teachers who are still relatively young, such as those who use laptops and Infocus for learning, are able to utilize technology media for educational purposes. After conducting interviews, it was discovered that several of the teachers who were unable to execute the education system employing technology and data were elderly. They believe they are no longer able to learn how to use the digital media that will be utilized in education because they are too old. In addition, few teachers employ digital media, which

is also a result of the lack of learning-supporting school infrastructure.

As a result of their inability to compete and inability to stay up with the times, teachers lack the drive to improve the quality of their instruction. such that the educator cannot fulfill his professional responsibilities. Therefore, teachers are expected to have professional competence in the teaching and learning process, such that they can guide students to attain the defined skills.

It cannot be denied that the majority of educators are new to the online learning environment. The conventional (face-to-face) learning that they have engaged in thus far is deemed the most comfortable. With the advent of the COVID-19 epidemic, which has not yet subsided, the traditional learning system is pushed to alter. Before the pandemic, education took place in the classroom. Therefore, during a pandemic, online learning must replace face-to-face sessions. In addition to being geographically separated, online education necessitates proficiency with the internet and information and communication technology.

Based on the aforementioned issues, the teaching abilities of certain educators do not match their academic credentials. If a teacher has a high degree of education, his or her skills must be superior. However, there are also teachers with advanced degrees that utilize technology well since they have extensive teaching experience. Teachers with a high degree of education may also be able to utilize lifelong learning, innovation, and information technology and media.

One of the issues facing the field of education today is the unreadiness of instructors to adapt to technological change, as well as their lack of technological mastery. Mastery of information technology and its application in teaching and learning activities is a measure of a teacher's professional competency. The inability of instructors to utilize information technology in education is a barrier to the updating of learning material in schools. Even while technology can be utilized to improve the effectiveness, efficiency, and enjoyment of teaching and learning activities for students, This is supported by the findings of the study, which indicate that the majority of mathematics teachers in East Nusa Tenggara Province who participated in this research encountered difficulties with the availability of smartphones or laptops and possessed a limited

ability to use and master the internet (Kurniawan & Zarnita, 2020).

This is aggravated by instructors' lack of incentive to enhance their quality of life and skills. This is evidenced by the findings of a study conducted by Gratitude on teachers in the Nganjuk District, which revealed that, based on laptop ownership, 48.54 percent of teachers who do not own laptops say they rarely use them in teaching and learning activities, compared to only 20.39 percent of teachers who use laptops constantly. The remaining 8.74% of non-laptop-owning instructors have never used a laptop in the classroom. This demonstrates that the possession of a laptop by a teacher influences their motivation to learn about and implement information technology in the classroom (Surahman, Santaria, & Setiawan, 2020). Government or institution should develop a plan to expedite the increase of teacher quality or competence. Teachers should be encouraged to pursue advanced degrees, such as a master's or doctorate, or to participate in a variety of professional development trainings in order to enhance their own competency.

On the basis of a number of these pertinent studies, it can be concluded that it is necessary to increase the professional competence of teachers in order to improve the quality of learning, which contributes to the success of the teaching and learning process, as well as the learning outcomes of students. The author is therefore interested in undertaking a study titled "Study of Teacher Professionalism in Online Learning Based on School Accreditation at SMK Negeri 2 Sungai Penuh." It is envisaged that this research will enable a more thorough examination of the phenomena experienced in the field and will demonstrate the veracity of the facts there.

So that what is given can be successfully accepted by pupils, teacher competence plays an essential part in the distant learning process (Timor et al., 2020). According to Usman, communication plays a crucial role in the distance learning process so that students can get the information effectively. According to Usman (2021), the primary factor of the success of the learning process in Indonesia is teacher competence. According to Article 10 of Law No. 14 of 2005 Concerning Teachers and Lecturers, one of the abilities that a teacher must possess is professional competence, which is defined as the educator's capacity to grasp subject matter comprehensively and in depth. This definition of a

professional refers to job or activity conducted by a person that provides a source of revenue, necessitates experience, skills, or abilities that fulfill particular quality standards or norms, and requires professional education.

Everyone must master essential 21st century abilities in order to be successful in addressing difficulties, problems, life, and careers in the 21st century. It has an impact on SMKs as they prepare to enter the twenty-first century based on an analysis of the path of technological progress and the government's strategic strategy. Kunandar (2011) and Zagoto, Yarni & Dakhi (2019), claims that everyone needs possess 21st-century talents in order to learn in the 21st century. Life and career skills, learning and innovation skills, and information media and technology skills are 21st century skills.

METHOD

This investigation employed a combination of research approaches (mix method). The mixed approach, which combines quantitative and qualitative research methodologies in one study, is used when a researcher has questions that need to be investigated in terms of results and processes. The positivist research methodology known as the "quantitative research method" is used to analyze populations or samples, gather data using research tools, and conduct quantitative data analysis with the intention of presenting preset hypotheses (Sugiyono, 2008). Additionally, the qualitative research method is a type of investigation that uses the researcher as the main tool to examine circumstances of natural objects (Sugiyono, 2008). It should be feasible to analyze the level of teacher professionalism in online learning based on school accreditation objectively and qualitatively using this mixed-methods research methodology.

This study's sample consisted of 95 students from TITL tenth grade as respondents. Four indicators make up the questionnaire that serves as the research tool. Quantitative descriptive and qualitative descriptive methods are employed in data analysis.

In the research conducted by Nay et al. (2021), it was determined that the teacher's digital literacy skills and the quality of online learning were "adequate." Due to the low skills of teachers in the field of digital literacy, online education does not attain its full potential. This is supported by data analysis, which shows that the correlation

coefficient for the teacher's digital literacy ability (X2) on the quality of online learning (Y) is 0.017 0.05 and the t-count value is 2.480 > 2.01669. Therefore, it can be concluded that the teacher's digital literacy ability (X2) has an effect on the quality of online learning (Y) (Y).

RESULTS AND DISCUSSION

Variable Descriptive Quantitative Research

In the description section, this data is described in detail regarding the study of teacher professionalism in online learning based on school accreditation at SMKN 2 Sungai Penuh. Where in this study the object of research was class X TITL students at SMKN 2 Sungai Penuh. After taking the sample, a sample of 95 research respondents was obtained. All research data that is entered and meets the requirements, is processed and analyzed to reveal information in accordance with the research objectives. The variable of teacher professionalism was tested using an instrument in the form of a questionnaire which consisted of 4 indicators containing 26 questionnaire items which had been tested for validity and reliability. Based on the results of calculating the Level of Achievement of Respondents that have been carried out, a summary of the results is obtained as shown in the following description:

1. Digital Age Literacy Indicator

Using a questionnaire distributed to 95 students in class X TITL at SMKN 2 Sungai Penuh as respondents, data on teachers' digital age literacy were collected. This study's questionnaire contained a total of 26 items derived from four indicators. There are nine questionnaire items for indicators of digital age literacy that have been tested for validity and reliability, so they can be used to describe digital age literacy for teachers at SMKN 2 Sungai Penuh.

On the basis of the test of the respondent's level of achievement (TCR) in digital age literacy, a value of 45.71% with a poor classification was achieved. The digital literacy of instructors at SMKN 2 Sungai Penuh is therefore still low.

2. Indikator Inventif Thinking

A questionnaire was distributed to 95 students of class X TITL at SMKN 2 Sungai Penuh as respondents in order to collect information on inventive thinking among teachers at SMKN 2 Sungai Penuh. This study's questionnaire contained a total of 26 items drawn from four indicators.

There are seven questionnaire items that have been tested for their validity and reliability and are therefore suitable for describing inventive thinking among teachers at SMKN 2 Sungai Penuh.

Based on the test of the respondent's achievement level (TCR) and creative thinking, a value of 46.82% with a poor classification was obtained. Therefore, it can be stated that the inventiveness of the professors at SMKN 2 Sungai Penuh is low.

3. Indikator Effective Communication

A questionnaire was distributed to 95 students of class X TITL at SMKN 2 Sungai Penuh as respondents in order to collect information regarding effective communication with teachers at the school. This study's questionnaire contained a total of 26 items drawn from four indicators. There are seven questionnaire items that have been tested for their validity and reliability and are therefore suitable for describing effective communication among teachers at SMKN 2 Sungai Penuh.

According to the test of the respondent's achievement level (TCR) for effective communication, a value of 46.89% with a poor classification was obtained. Therefore, it may be inferred that the communication effectiveness of SMKN-2 Sungai Penuh teachers remains low.

4. Indikator High Productivity

A questionnaire was distributed to 95 students of class X TITL at SMKN 2 Sungai Penuh as respondents in order to collect data on the high productivity of teachers at the school. This study's questionnaire contained a total of 26 items drawn from four indicators. Seven questionnaire items for high productivity indicators have been evaluated for validity and reliability. This means they can be used to describe teachers' high productivity at SMKN 2 Sungai Penuh.

According to the test of the respondent's achievement level (TCR), high productivity received a score of 48.07 percent with a poor classification. Therefore, it can be concluded that the high productivity of teachers at SMKN-2 Sungai Penuh remains low.

1). Variable Descriptive Quantitative Research

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2). Variable Descriptive Qualitative Research

Based on interviews conducted with TITL class X students as research respondents, it was discovered that many teachers were still technologically ignorant or unable to use technological gadgets throughout the teaching and learning process. This can be noticed in the teacher's clumsy approach to incorporating technology devices into the classroom.

"Only the WhatsApp application is utilized for online learning. The teacher uploads the assignment file to the group, and once the students have completed the questions, they send the answers back via the WhatsApp group. A student in class X TITL at SMKN 2 Sungai Penuh remarked, "Therefore, learning feels monotonous and less fascinating."

Additionally, it was determined that there was no training on the use of technology in the teaching and learning process. So that the instructor feels overwhelmed by studying the technologies associated to the teaching and learning processes on their own. Based on a number of interviews, it is possible to establish that teacher professionalism remains poor.

On the basis of a study of data concerning research on teacher professionalism in online learning based on school accreditation at SMKN 2 Sungai Penuh, it has been determined that the TCR value for teacher professionalism as a whole is 46.90%. This study utilized a questionnaire that represented the four elements of teacher professionalism: digital age literacy, innovative thinking, effective communication, and high productivity. This study's findings are consistent

with the first observations made by the researchers regarding the teachers at SMKN 2 Sungai Penuh.

In their early observations, the researchers discovered that the 21st century teacher competencies that define the professionalism of a teacher are still inadequate. After performing additional investigation on the subject of the study, the researchers discovered that not all SMKN 2 Sungai Penuh teachers exhibited this behavior. This occurred because, at the time of observation, the researcher witnessed the phenomena in its entirety and not in detail.

The test of the respondent's level of achievement (TCR) in digital age literacy yielded a value of 45.71 percent with a poor classification. Consequently, the digital literacy of instructors at SMKN 2 Sungai Penuh is remains low. Testing the level of success of respondents' (TCR) creative thinking yielded a value of 46.82% with a poor classification. Thus, it can be stated that the inventiveness of SMKN 2 Sungai Penuh teachers remains low. In addition, the test of the respondent's level of achievement (TCR) for effective communication yielded a value of 46.89% with a poor classification. Therefore, it may be stated that teachers at SMKN-2 Sungai Penuh continue to have a poor level of effective communication. Then, a poor classification yielded a value of 48.07 percent on the test of the respondent's achievement level (TCR) for high productivity. Consequently, it is possible to conclude that the high productivity of SMKN-2 Sungai Penuh instructors is still low.

This study refers to Jamillah's (2020) research published in his journal, "Professional Teachers in the New Normal Era: A Review of Opportunities and Challenges in Online Learning." The findings of the study indicate that schools and teachers employ government regulations to allow students to study from home in an effort to slow the spread of COVID-19, while ensuring that students engage in productive activities through online learning. Teachers, students, and parents are expected to continue making improvements to online learning platforms over time. Students provided a variety of favorable reactions to online learning because it was more relaxed, enjoyable, adaptable, efficient, brief, practical, quick, accurate, safe, simple, time- and energy-efficient. So that parents can monitor their children's education and so that kids can become more technologically literate and creative, learning can be conducted remotely.

In addition, this research is also pertinent to Lian, B.'s "Teacher Professionalism in the Era of the COVID-19 Pandemic" study from 2021. According to the conclusions of the discussion, teachers play a crucial role in the implementation of government policy surrounding learning from home via distant education. Some of the challenges that develop during the process of distance learning should be a struggle for instructors who wish to maintain a professional demeanor throughout the learning procedure. To be able to establish a positive learning environment by actively integrating students in the learning process, the teacher must have a thorough understanding of his position. In order for teachers to become professional educators during the current epidemic, their mastery of literacy, science, and technology, as well as class management and contact with parents, must be regularly enhanced.

In addition, this research is pertinent to the work of Rahim, Suherman & Murtiani (2019), titled "Analysis of Teacher Competence in Preparing Information Technology-Based Learning Media for the Industrial Revolution Era 4.0." On the basis of data from the results of learning media development performed by SMAN 2 Palembang teachers, an average guidance score of 75 was determined to be sufficient. Prior to receiving technical instruction, only 12 of 20 teachers had ever created media, and only four of them had been successful in creating interactive learning media.

Based on various relevant investigations and studies conducted by researchers, it is possible to conclude that teacher professionalism in online learning based on school accreditation at SMKN 2 Sungai Penuh remains low. This is evaluated using four indicators: digital literacy, inventiveness, effective communication, and high production. Therefore, in order to achieve teacher professionalism, it is vital to enhance the competencies of 21st-century educators. This can be achieved through information technology outreach and education.

CONCLUSION

Based on the research that has been conducted regarding the Study of Teacher Professionalism in Online Learning Based on School Accreditation at SMKN 2 Sungai Penuh, the following conclusion is obtained: teacher professionalism in online learning based on school

accreditation at SMKN 2 Sungai Penuh is at a bad interpretation of 46, 90%. Each indicator that represents teacher professionalism is also a bad interpretation.

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