



Strategies to Increase The Competence and Professionalism of Vocational High School Teachers

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Abstract

Competent and professional teachers are the key to success in realizing vocational graduates who are ready to work. The purpose of this study is to determine strategies to increase the competence and professionalism of vocational teachers. This study used a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. In the results of the research, it is known that strategies are used to improve teacher competence and professionalism through stages planning stages carried out to identify and adjust the needs or findings of problems sought for joint solutions. The next stage is the implementation of the determination of competency and professionalism improvement activities made at the planning stage. This research is expected to be a strategy for vocational teachers and vocational schools to improve their teachers' competence and professionalism.

Keywords: Strategy, Competence, Professionalism, Vocational Teacher.

INTRODUCTION

Vocational education is an educational program that aims to prepare someone to enter the world of work. In particular, vocational education equips students with knowledge and skills in the industrial field (Isnawati et al., 2020). In this case, Vocational High School is one form of formal education that organizes vocational education. The main objective of vocational schools is to train qualified human resources in their fields of expertise in accordance with the needs of society and the world of work in particular. Therefore, Vocational High School graduates must be able to meet technical requirements, qualifications, and competencies in their fields (Maghfuri, 2019; Subharsa et al., 2021). In vocational education, there are characteristics: 1) more emphasis on workability, 2) readiness to work, and 3) emphasis on skills development. Then

judging from the criteria, Vocational High School graduates must be able to demonstrate knowledge and skills in their fields (Irwanto, 2019). Based on this, the demands of Vocational High School to prepare and produce competent and qualified personnel are quite large. Therefore, the role of professional teachers is very important, which as an educator profession is one of the factors in the progress of the field of vocational education. For this reason, efforts from the government have launched "teachers as a profession" so that they can be aligned with other professions (Erwinsyah, 2019).

Competent and professional teachers are a determining factor in the process of quality education (Munianti, 2022). Professional teachers must also be proud of their profession, so a teacher who is proud of their profession must reflect the attitude that being a teacher is his life's mission (Sutrisna & Artajaya, 2022). Therefore, to

ensure the quality of the teaching and learning process for vocational teachers, their competence and professionalism must be improved. Competence is a combination of knowledge, skills, and attitudes (Ithnain, 2022), according to Law No.14 of 2005 concerning Teachers and Lecturers article 10 paragraph 1, "Teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education". Professionalism describes the state of a person's profession which is reflected in the attitude, knowledge, and skills necessary to carry out his duties. So, in this case, the teacher must have sufficient professionalism in order to carry out his duties effectively (Zainuri, 2018).

Teacher professionalism can be seen from four aspects of competence: pedagogic, personality, social, and professional competence. Pedagogic competence refers to a teacher's ability to manage learning well, such as planning, implementing, and evaluating learning, managing classes, and using appropriate learning materials. Personal competence refers to the personality of a teacher who can be a good role model for students. Social competence is the ability of teachers to maintain a good attitude and interact effectively in social life. At the same time, professional competence is professional development, insight, and mastery of scientific research literature (Patabang & Murniarti, 2021). A teacher who shows high professionalism will be reflected in his mental attitude and commitment to achieve and improve his professional quality through various means and strategies. It will always develop according to the needs of the times so that its existence always has professional meaning.

Thus, a competent and professional teacher will always maintain the spirit of selfless devotion and prioritize providing quality teaching services to his students (Sutrisna & Artajaya, 2022). Competent and professional teachers are expected to be

able to introduce their students to the world of science and technology and direct students into 21st-century society. The competencies needed in the 21st century include 1) problem-solving skills, 2) creativity, 3) communication and collaboration, 4) competence in finding and conducting information management and sending communications, and 5) the ability to use technology and information thus, as a professional teacher is also required to master in terms of teaching and various other skills that need to be improved and updated according to the needs of the times (Munianti, 2022).

SMK Negeri 27 Jakarta is a vocational school with BLUD (Regional Public Service Agency) status, which is a work unit in the regional apparatus work unit within the provincial government which was formed to provide services to the community, especially students in the form of goods/services without prioritizing profit-seeking. So SMK that has BLUD will be given flexibility in managing financial or BLUD SMK goods in accordance with applicable regulations. Through BLUD SMK, it is hoped that the implementation of teaching factory and project abased learning will truly become a forum for industrial simulation for students to hone their competencies and give birth to various superior products worthy of being marketed in the community. SMK Negeri 27 Jakarta has now successfully processed its excellent products more flexibly through the production process at the teaching factory without violating regulations. With the BLUD status, which the vocational school currently holds, students are trained to process production like an industry, which can be marketed in general because it meets industry standards. In fact, according to the Directorate General of Vocational Education, thanks to the teaching factory activities that are always productive, SMKN 27 Jakarta can reap a turnover of up to IDR 3.5 billion in a year in 2020, the proceeds of which will be used for the maintenance and development of the

school. However, with the status of SMK BLUD, schools are always required to create quality graduates, so in this case, the role of teachers as educators is very important and becomes the main concern (Hambali & Luthfi, 2017; Isnawati et al., 2020). Therefore, in an effort to improve the competence and professionalism of vocational teachers to demonstrate the feasibility of the BLUD status of vocational schools that have been obtained, it is necessary always to take strategic steps so that vocational teachers can prepare quality work-ready graduates.

RESEARCH METHODS

This research method uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The research data source is a vocational teacher of SMK Negeri 27 Jakarta. In this study, the data analysis techniques used by Miles dan Huberman (Miles & Huberman, 1994) include data collection by observation, in-depth interviews with research subjects, collecting information sources and research documents on vocational teacher competence. Then, reduce the data to review all research results. Next, the presentation of data or display of data compiles what has been summarized systematically so that the research problem is clear and later it is easy to draw conclusions. Finally, conclusion drawing and verification are efforts to find meaning from the collected data and strengthen conclusions through member checks carried out during and after data collection.

RESULTS AND DISCUSSION

Based on the results of research conducted in June 2023 at SMK Negeri 27 Jakarta, there are 34 productive teachers with five vocational programs in culinary, hospitality, spa and beauty, clothing, and tourism service businesses. The strategy to increase the competence and

professionalism of vocational teachers in schools is carried out in two ways: planning and implementation. In planning to increase competence and professionalism, according to the findings, at this planning stage, the principal and teachers conduct joint meetings to identify the needs, constraints, and problems experienced by the teachers so that solutions are determined. Then, at this planning stage, the need to increase the competence and professionalism of vocational teachers at SMK Negeri 27 Jakarta is carried out by deciding on education and training that can be followed if cooperation is needed at the beginning to facilitate the implementation of training later, the school will help reduce it. This is in line with the five stages of the competency and professionalism improvement planning process, namely: 1) Needs Analysis, 2) Educator Ability Analysis, 3) School Self-Evaluation, 4) Preparation of teacher competency improvement programs at the department level, 5) Determination of teacher competency improvement programs and schedules (Hambali & Luthfi, 2017).

The implementation of Vocational Teacher Competency and Professionalism Improvement is carried out with various activities such as In House Training, participating in Education and training, seminars, webinars, workshops, MGMP (Subject Teacher Deliberation), visits, and actual practices with industry partners, certification, and Focus Group Discussion (FGD). This is as expressed by the following vocational teachers:

"By inviting educational resource persons and also from industry to schools such as for in-house training activities. Teachers are invited to attend seminars/training in industry and be directly involved in industry-based real practice activities. Then the increasing / upgraded ability has an industry-recognized certificate (example assessor certificate) where teachers have the opportunity to become narsum / guest teachers in other schools / MGMP communities, attend

assessor / technical assessor training with industry, attend seminars/workshops/webinars, to FGD (Focus Group Discussion) activities". Said Mrs. Dewi Kasiyani, a vocational teacher

They also expressed by another vocational teacher, namely Mr. Sri Widiyanto as follows:

"School principals always involve teachers in various types of training, such as competency assessors (methodology), technical competencies, curriculum development held by the ministry, and others. Teachers are also given wifi facilities for online competency development through various social media, such as Google, Wiki Pedia, and others. Teachers are also encouraged by the principal to participate in teacher mobilization activities. In competency improvement such as by sending teachers to various competency improvement trainings, both technical and non-technical, both held by the DKI provincial government and the ministry of education periodically, even almost once in 1 month,"

Furthermore, it was also revealed by Mr. Sri Widiyanto that with his competence and professionalism he had made several achievements, as shown follows:

"I already have a dual skill education certificate and a hospitality education certificate; I have also always been a competency assessor and reviewer of learning outcomes held by the Ministry of Education. I also have several technical competencies in the field of hospitality, even though I have only been a hospitality teacher since four years ago".

Mr. Fian Rinaldi also supported the statement as another vocational teacher who:

"The special strategy of the school is to create a conducive and familial work environment and support all forms of activities to improve the competence of teachers such as conducting training at the beginning of the school year, collaborating with external parties in holding activities

for competency development, giving permission for each teacher to attend training held from outside the school."

They also expressed Mr. Fian Rinaldi's efforts to increase competence and professionalism have had a significant impact on him as his following statement:

"Once a 1) Independent curriculum drafting team for the field of culinary competence from the Ministry of Education and Culture, 2) a compiler for making P5BK teaching modules (Project for Strengthening the Profile of Work Culture Pancasila Students) from the Ministry of Education and Culture, 3. The team that compiled sample teaching modules for class X high school crafts from the curriculum center, 4. Become a committee member in the LKS Pastry competition at the JPI regional level. 5. Chairman of MGMP region JP1. 5. E-catalog preparation team in the field of Culinary Grammar of SMK from the Ministry of Education and Culture".

Furthermore, a statement from Mrs. Eni Sulis Tijawati related to program development activities which is also an effort to improve her competence and professionalism as a vocational teacher

"The Development Program that has been followed is the Teachers Development Program (TDP) in collaboration with PT. LOREAL Indonesia in 2023, this activity provides an opportunity for vocational teachers of hairdressing expertise competence to attend training with training materials and professional instructors from PT. LOREAL Indonesia, then with the competencies I have, I have been a supervisor of LKS (Student Competency Competition) SMK at the national level".

Based on some of the statements of vocational teachers above, some of the activities they have carried out as a strategy to increase their competence and professionalism as vocational teachers have been carried out optimally and are sustainable so that vocational teachers also have their own achievements from the competencies they have. The strategies

carried out include In-House Training (IHT), a training program that can be carried out in schools using existing facilities and infrastructure in accordance with the problems faced; then, it is hoped that vocational teachers can easily absorb to improve their quality. In addition, IHT is also more focused and comfortable because it is carried out in a school environment (Sugiyarti, 2022). The next strategy, namely training or education and training, is the process of organizing teaching and learning to improve skills. Upskilling in the form of training is part of the formal education process. This is done so that teachers can develop and improve their skills, transmit them to other teachers, and apply them in their school environment. Training is a strategy to improve the quality of education, where teachers are the main factor determining the quality of education because the teacher itself is one of the factors creating quality (Al Azhar, 2021). In addition, Subject subject-teacher deliberation (MGMP) is also part of a strategy that includes subject-teacher deliberation to improve teacher competence and professionalism, including even vocational teachers. Through MGMP activities, teachers will increase their capacity in the learning process. So that all kinds of difficulties can be easily resolved with other teachers participating in MGMP and also with supervisors (Fakrurridha & Nurdin, 2019).

Other strategies, such as attending seminars, webinars, and workshops, are things that can now also be quickly done. For example, webinars can be followed online but still gain helpful knowledge for teachers. Competency and professionalism improvement activities are easier for teachers if they are constrained by time directly or commonly called offline; the alternative is online, which can be done by teachers anytime and anywhere (Saptadi, 2021). Then, the existence of a teacher certificate can be measured from a teacher's competence and its impact on the quality of learning expressed by indicators of attitudes

and actions and beneficial learning behaviors that it produces. The effectiveness of the implementation of teacher certification policies has a positive impact on increasing teaching capacity in all aspects. Similarly, aspects that influence professional competence show a positive influence (Nawawi, 2022). The next strategy is through real practices with the cooperation of industry partners (DUDI: Dunia Usaha Dunia Industri) with teacher competencies needed to produce quality graduates in accordance with DUDI expectations, which are: 1) teacher competence to meet industry expectations, 2) teacher competence in translating DUDI expectations into a curriculum that will produce graduate competencies expected by DUDI; 3) teacher competence in designing the learning system to be in line with the industrial work system (Zarkasih, 2018). Of the several strategies that have been previously revealed, there is one strategy that can be done as simply as possible by vocational teachers, namely Focus Group Discussion (FGD); it is cost-effective and can collect more data in a short time and can also improve teacher skills through useful discussions (Waluyati, 2020; Zuleha, 2020).

CONCLUSION

Based on the discussion of the research, it can be concluded that the strategy to increase the competence and professionalism of SMK Negeri 27 Jakarta vocational teachers is carried out in 2 stages. The first stage, the planning stage, is carried out by identifying the needs to determine solutions and increasing the competence and professionalism needed for vocational teachers. Then at the implementation stage there is full support from the school for teachers with various strategies ranging from In House Training, Education and training, MGMP, seminars, webinars and workshops, real practices in collaboration with industry partners, and Focus Group Discussions (FGD), even

certification so as to create competent and professional teachers as evidenced by various achievements of vocational teachers of SMK Negeri 27 Jakarta. In the strategy that has been implemented, this school has been pursued optimally, and later, it is necessary to carry out a sustainable strategy so that vocational teachers can upgrade and update their competencies according to the needs of the times so that it will also have an impact on the quality of students.

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