

Measurement of Vocational High School Teachers Professionalism

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ABSTRACT

Teacher professionalism is a topic that will always be interesting to discuss. The teacher is a profession that is noble in the view of society. The spearhead of the quality of education lies in the professionalism and teaching performance of teachers. The purpose of this study was to determine the level of professionalism of teachers at Vocational High School 3 Malang, East Java, Indonesia. To achieve this goal, the research design used in this research is quantitative research. The instrument used to measure teacher professionalism is a questionnaire. The sample of this research was 55 teachers. The analysis used is descriptive statistics. The results of the study concluded that the professionalism of teachers in Vocational High School 3 Malang was in a good category.

Keywords: professionalism, teachers, learning experts, autonomy, responsibility, education quality

1. INTRODUCTION

The competition which is increasingly competitive in the era of modernization and globalization at this time must be faced by preparing high-quality human resources. Education that is organized by schools as a formal educational institution is one of the sectors that need attention and priority [1]. Because formal educational institutions have an important role in preparing quality human resources and realizing educational goals to educate the nation's life [2], [3].

The teaching profession is a strategic key in the education process, as an effort to educate the nation's life and prepare high-quality human resources [4], [5]. Through communication and interaction between students and teachers that take place effectively, it will certainly produce a quality educational product, besides being successful in eradicating backwardness and ignorance, it is also a measure of the nation's progress.

This big role requires a teacher to be professional. But if we look at various mass media, there are many complaints raised by some people who think that the professionalism of our teachers is still considered inadequate [6]. This assumption can be considered reasonable if we relate the various challenges that will be

faced in the future as a result of the influence of advances in science and information technology.

Teachers who have understood their position and function as teachers and educators will always be motivated to grow and develop into professionals [7]–[9]. However, not all teachers can grow and develop on their own to become professionals. So that teachers need to get help and guidance through efforts to increase teacher professionalism [10].

Therefore, there is a need for an effort to develop and develop a profession that is carried out seriously by the government, in addition to the willingness of the individual teacher to become a professional teacher. Such efforts must use an alternative model of teacher professional development and coaching, which is properly designed and planned.

2. METHOD

This research was conducted with quantitative research methods. There are three indicators used to measure teacher professionalism, namely: (1) expert learning; (2) have autonomy and a sense of responsibility; and (3) have a sense of oneness [11]. The instrument used to measure teacher professionalism is a closed

questionnaire, with 47 statement items. Respondents in filling out the questionnaire by giving a cross mark (X) on the answer choices that are considered appropriate to the respondent's condition.

This research was conducted in 2019, together with field practice activities. The research respondents were teachers of Vocational High School 3 Malang, East Java, Indonesia. The number of teachers who became respondents was 55 teachers. The data analysis used was descriptive statistics, by calculating the mean, standard deviation (SD), maximum score, and minimum score. To determine the level of teacher professionalism using the four-point scale formula (Table 1) which refers to the mean score [12].

Table 1 Four-Point Scale Formulas

No	Formula	Category
1	$X < (\bar{X} - 1.5 SD)$	Worse
2	$(\bar{X} - 1.5 SD) < X < (\bar{X} - 0.5 SD)$	Bad
3	$(\bar{X} - 0.5 SD) < X < (\bar{X} + 1.5 SD)$	Good
4	$(\bar{X} + 1.5 SD) < X$	Great

Furthermore, the data were analyzed on each statement item in the questionnaire. Item analysis is used to find out which items have high and low scores. To find out the high and low scores of the items by comparing the mean of each item with the mean of the total items. Items whose mean is higher than total items are included in the high category (H), while items whose mean is lower than the total items are included in the low category (L).

3. RESULT

The results of the calculation of teacher professionalism measurement data obtained: mean 205.11; standard deviation 21.62; maximum score 234; The minimum score is 162. The frequency distribution of the teacher professionalism variable is shown in Figure 1. Based on Figure 1, it is known that respondents are included in the interval: (1) <172.68 there are 6 teachers (10.91%); (2) 172.68 - 194.30 there were 11 teachers (20%); (3) 194.30 - 237.54 there were 38 teachers (69.09%); and there are no respondents who are in the interval 237.54 <. The mean of teacher professionalism is 205.11. Referring to the mean score, it is concluded that the professionalism of the teachers of Vocational High School 3 Malang is in a good category.

Table 2 displays the results of the analysis of each statement item in the research questionnaire. Based on Table 2, it is known that: (1) there are 22 items (46.8%) that fall into the high category (H); and (2) there are 25 items (53.2%) which fall into the low category (L). Items that are included in the high category (H) means that the statements in the included items must be maintained by the teacher in carrying out their duties as professional educators. While items that are included in the low

category (L) mean that the statements contained in the items must be improved (to be better) by the teacher in carrying out their duties as professional educators.

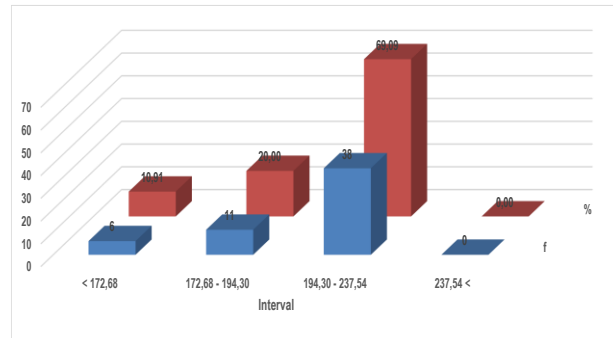


Figure 1 Frequency Distribution of Teacher Professionalism

4. DISCUSSION

In the future development of Indonesia in the current era of modernization, there are dual attitudes that emerge to the surface. First, related to optimism. It is hoped that the modernization era will bring the Indonesian people to a better life and prosperity for all people. Modernization is expected to bring about system changes in all aspects of life, thereby increasing the quality of education and human resources.

Second, an attitude that describes a sense of anxiety because of the concern that the modernization era has not only resulted in rapid progress in various fields of life but will also bring havoc to the nation's noble value system and culture. One day, the noble values of Indonesian culture can be lost and replaced by western cultural values.

Therefore, it is necessary to prepare the Indonesian people to become human resources capable of responding to the challenges of the modernization era and at the same time maintaining the noble values of the nation's culture [13], [14]. Efforts that must be taken to answer the above challenges are by developing the quality of human resources through educational programs, by prioritizing mastery of science and technology based on the firmness of faith and piety.

For this reason, it is necessary to strengthen the education system organized by schools as formal educational institutions, which are oriented towards mastery of science and technology and strong cultivation of character. Schools are a form of formal educational organizations/institutions that were born and developed from thoughts of efficiency and effectiveness in providing education to the community [15], [16]. Schools accept responsibility and delegation of trust from parents of students to educate their children to become individuals who have several expected abilities and skills.

Schools are formally organized and managed [17], following the guidelines reflected in the philosophy and objectives, grading, curriculum, administration, and management.

Table 2 Analysis of Each Item

No	Indicator	\bar{X}_{item}	\bar{X}_{total}	Information
I	Learning Expert			
	A. Teaching planning			
	1. Ability to make teaching planning	4,6	4,36	H
	2. Ability to formulate goals	4,2	4,36	L
	3. Ability to arrange material	4,42	4,36	H
	4. Ability to arrange teaching and learning activities	4,33	4,36	L
	5. Ability to choose teaching aids	4,58	4,36	H
	6. Ability to choose learning methods and resources	3,95	4,36	L
	7. Ability to compile assessment tools	4,49	4,36	H
	B. During teaching and learning activities			
	8. Ability to present teaching and learning materials	4,24	4,36	L
	9. Ability to use teaching aids	4,05	4,36	L
	10. Ability to use methods	4,02	4,36	L
	11. Ability to integrate student experiences	4,45	4,36	H
	12. Ability to open lessons well	4,33	4,36	L
	13. Ability to close lessons well	4,13	4,36	L
	14. Ability to ask questions	4,13	4,36	L
	15. Ability to motivate students	4,62	4,36	H
	16. Ability to maintain discipline	4,53	4,36	H
	17. Pay attention to student complaints	4,67	4,36	H
	18. Value students' questions and opinions	4,33	4,36	L
	19. Maintain the physical environment of the classroom	4,35	4,36	L
	20. Creating a conducive classroom atmosphere	4,38	4,36	H
21. Always conduct a final evaluation of the lesson	4,31	4,36	L	
22. Ability to process evaluation results	4,24	4,36	L	
23. Ability to conduct follow-up from evaluations	4,18	4,36	L	
II	Have Autonomy and a Sense of Responsibility			
	A. Appearance			
	24. Healthy physical condition	4,09	4,36	L
	25. Attractive	4,4	4,36	H
	26. Good expression	4,22	4,36	L
	27. Dress neatly	4,25	4,36	L
	28. Dress clean	4,13	4,36	L
	29. Humorous	4,45	4,36	H
	B. How to speak and take the initiative			
	30. The conversation is easy to hear	4,44	4,36	H
	31. Speak grammatically correct	4,36	4,36	L
	32. Able to express ideas and opinions	4,31	4,36	L
	33. Always take the initiative	4,55	4,36	H
	C. Emotional balance			
	34. Think before you act	4,36	4,36	L
	35. Accept criticism well	4,53	4,36	H
	36. Not easily offended	4,47	4,36	H
	37. Have a calm attitude	4,44	4,36	H
	D. Hospitality			
	38. Be polite	4,31	4,36	L
39. Be humble	4,27	4,36	L	
40. Respect for others	4,15	4,36	L	
III	Have a Sense of Service			
	41. A good relationship with the principal	4,65	4,36	H
	42. Good relations with other teachers	4,65	4,36	H
	43. A good relationship with administrative officers	4,56	4,36	H
	44. Good relations with other officers	4,64	4,36	H
	45. A good relationship with students	4,64	4,36	H
	46. A good relationship with the parents of students	4,35	4,36	L
47. Good relations with the community	4,38	4,36	H	

The role of teachers in formal educational institutions is a key figure in improving the quality of human resources because teachers interact directly with their students in the teaching and learning process. In this process, a teacher has

a function as an educator and teacher. As a teacher, the teacher is in charge of conveying or transferring a variety of knowledge from various sources, so that changes occur in a person, from not knowing to know [18], [19].

Meanwhile, as educators, teachers are tasked with changing the behavior of students so that an attitude and personality can be formed following educational goals.

Challenges in the modernization era cause future educational orientation to be more directed at preparing students to become professional experts as well as reliable and useful human resources for the country and the nation. In this case, the role of the availability of complete educational facilities and infrastructure is very important. And what is no less important is the need for professional educators and teachers or teachers in the field they teach. A teacher is categorized as a professional if the teacher has demonstrated his ability as a teacher, he not only knows a lot but also can do a lot.

Besides, professional teachers will always keep up with science and technology which is always developing rapidly. So that the teacher has a high teaching quality following the times. Professional has a broader meaning than high quality in technical terms only. The meaning of professionalism here can be viewed from three dimensions, namely: (1) expert learning; (2) have autonomy and a sense of responsibility; and (3) have a sense of oneness [11]. Learning experts are experts in the field of teaching and education. A teacher not only masters the content of the teaching material being taught but is also able to impart the concept of the knowledge he teaches to the student subject. Through teaching, the teacher forms the concept of thinking, mental attitude, and can touch the core humanity of the student. The knowledge and lessons given by the teacher are to form a complete person from the student subject. So that teachers can foster initiative and motivation so that students can actualize themselves. Such teaching tips are what experts say in providing knowledge, developing knowledge, and fostering appreciation.

Autonomy means a professional attitude which is called independent. Professional teachers have autonomy or independence in expressing what to say based on their expertise. The teacher can master what he will teach and can give an account and is willing to be held accountable.

Through professional organizations, a sense of community is created. The spirit of the corps is developed so that the dignity of teachers is upheld, both by the teacher corps themselves and the community in general. Efforts to improve the image of teachers in society are pursued through professional organizations, as well as a sense of peerage among the teachers themselves.

Professionalism means running a profession well as a source of livelihood. From this understanding, it can be concluded that between profession and professionalism have almost the same meaning. The profession is closely related to the notion of a job, which we do every day regularly. Meanwhile, professionalism contains a desire to be of higher quality based on expertise and a call from his conscience to carry out his duties properly and correctly.

Professionalism has something to do with the term professionalization. Professionalization is an attempt to reach a professional level [11]. This effort means all

activities that are intended to improve the quality of the teaching and educating profession. This activity is in the form of a process of growth, care and professional maintenance carried out since the teacher starts teaching and lasts his entire life. The teacher must always try to add new knowledge through reading and continuing to learn.

Efforts to improve teacher professionalism can be carried out through a system of guidance and supervision. The coaching system is carried out through pre-service education, in-service education, and in-service training programs. Meanwhile, the supervision system is carried out through an educational supervision program. All these efforts to increase professionalism will not be completely successful if there is no desire from within the teacher himself to develop. For that, we need encouragement that is born from the desire of the teacher himself to improve his quality to achieve progress accompanied by facilities and infrastructure that can support his professionalism.

Increasing teacher professionalism is closely related to improving teacher quality. Improving the quality of teachers cannot be separated from the field of education that is presented to students, because education is more developed in line with the development of a society that is increasingly rational, critical, and more experience-oriented than words. In this case, a teaching method and skills to deliver education by teachers are needed that are in accordance with the level of development of students using adequate learning tools, as well as real examples in everyday life.

Coaching and improving the quality of teachers is increasingly directed at improving aspects of teacher professionalism, which involves educational technical guidance which includes the ability to master the field of study to be taught and the ability to master appropriate teaching methods. So that teachers can master in-depth the material to be taught as well as teaching methods to students which are based on a sense of responsibility and can monitor student learning outcomes through various forms of techniques and evaluation. Either through observing student behavior to learning outcomes tests. A professional teacher will be able to think systematically about what he has taught his students, and can learn from this experience to further improve the quality of teaching and learning activities in the classroom.

Continuous learning and reading is an effort to improve teacher professionalism [11]. Efforts and efforts to increase professionalism can arise from two aspects, namely: (1) from an external perspective, leaders who encourage teachers to take part in upgrades, academic activities, or the existence of educational institutions that provide opportunities for teachers to learn again; and (2) from an internal perspective, teachers can try themselves to grow in their positions through continuous learning. In this way, the teacher will be more effective and efficient in carrying out their professional duties.

Government professionalism efforts can be carried out by the government by providing formal educational

institutions with various programs, namely: (1) pre-service education programs; (2) in-service education program; and (3) in-service training program. The pre-service education program is an educational program to educate and prepare human resources to be ready to work as teachers. Educational institutions that carry out this program are known as educational personnel procurement institutions. The in-service education program is a teacher education program that functions to improve the quality of teachers who already have positions and is useful for developing their abilities and roles as educators and teachers. In-service training programs are generally carried out through upgrading activities.

For teachers produced from educational institutions to truly educate and teach, it requires experience with adequate and representative practical facilities and equipment. Apart from that, the government too. It is hoped that they can provide scholarships to teachers in certain fields of study to take part in education both at home and abroad so that these teachers can keep up with developments in science and technology at the international level which are always developing rapidly and rapidly.

Another problem that needs attention is the condition of teachers in remote areas, which is currently still quite apprehensive. As an effort to improve the quality and professionalism of teachers in remote areas, it is necessary to hold a study tour to several regions as a comparative study. Through this study tour, it is hoped that it will further motivate and broaden the horizons of the views and knowledge of teachers in these remote areas so that they can be applied in the places where they teach. Besides, it is necessary to further intensify the procurement of newspapers into villages or the supply of textbooks that can support the success of education in these remote areas. With newspapers entering the village and the supply of books from the government,

The implementation of supervision does not have to be formally carried out by formal supervisory officials but can be directly carried out by the school principal. Teachers and employees will work with high morale, and students will be able to learn in peace if the principal can influence, direct, encourage, and move them towards achieving school goals effectively [20]. The duties of the principal are essentially part of the supervisory function, which is one of the main means of increasing the professionalism of teachers.

Educational supervision is a series of activities to improve or enhance the teaching ability of teachers to achieve optimal student learning outcomes so that the essence of supervision is the provision of assistance [21]. Regarding teacher problem solving, one approach model that is considered good is the clinical supervision model. Clinical supervision is a form of professional assistance to teachers based on their needs through a cycle of planning, careful observation, and giving immediate, objective

feedback about the performance of their teaching to improve their teaching skills and professionalism [22].

In particular, supervision should be carried out: (1) systematically, namely carried out with careful planning; (2) objective and realistic, namely implemented following the actual situation/reality and easy to implement; (3) constructive and creative, namely carried out to build work motivation and give rise to encouragement to increase work morale; (4) anticipatory, which is directed to deal with difficulties that may occur; (5) cooperative, which can create a feeling of togetherness between the supervisor and the teacher to develop a better learning situation; and (6) preventive, namely trying not to cause negative things to arise.

Besides, teachers should also be given wider opportunities in planning, implementing, and evaluating educational supervision programs. Thus, educational supervision activities can suit the characteristics and needs of the teacher. So that in the end they will be able to develop the maximum professional abilities of teachers [21].

The competition that is increasingly competitive in the modernization era at this time must be faced with high-quality human resources, who can answer the challenges of the modernization era. Efforts that must be taken in this regard is to prepare high-quality human resources through educational programs implemented by schools as formal educational institutions.

The role of teachers is a key figure in improving the quality of human resources. Along with the progress in the modernization era, professional teachers are needed to educate and teach their students so that they become quality human resources.

A teacher is said to be a professional if he has the expertise, responsibility, and serviceability. However, not all teachers can grow/develop on their own to become professionals [4]. So we need an effort to increase teacher professionalism that must be carried out seriously by the government [23], in addition to the willingness of the teacher himself to become a professional teacher.

Efforts made by the government to improve teacher professionalism can be carried out with coaching programs through pre-service education, in-service education, and in-service training, as well as with supervision programs through educational supervision activities. Besides, a teacher can also improve his professionalism by reading and learning continuously.

5. CONCLUSION

The results of data analysis, this study concluded that the professionalism of teachers of SMK 3 Malang was in a good category. To improve teacher quality and professionalism, schools can undertake teacher coaching efforts, such as teacher scientific meetings; teacher creativity competition; outstanding teachers; and lesson study.

Another form of coaching is the provision of scholarships to teachers in certain fields of study to attend education, both at home and abroad. To be perfectly successful, all these efforts to increase professionalism must be balanced with the encouragement that is born from the desire of the teacher himself to improve his quality to achieve progress accompanied by facilities and infrastructure that can support his professionalism.

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