

Development Education Teacher Profession Vocational School in Order to Improve Quality of Education in the Era of the COVID-19 Pandemic

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ABSTRACT

Vocational education that has been pioneered by Indonesia is SMK (Vocational High School). Providing theoretical knowledge accompanied by intense application or application of theory. Vocational education is expected to be the spearhead of the Indonesian nation, because it has promising prospects. It's time for our nation to rise up to give birth to professional experts in their fields in accordance with the needs of today's workforce. Law Number 14 of 2005, regarding teachers and lecturers, formally the position of teacher has been recognized as a professional position with various consequences. Since then, the public and government have paid great attention to the position of teacher. The national education system functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life. To achieve these goals, knowledge, attitudes and skills are needed that only competent and professional teachers can do. Professional teachers are mandated to develop the abilities of technology and vocational education graduates in all aspects of their lives, namely the knowledge (cognitive) aspect, including: knowledgeable and competent; aspects of skills (psychomotor), namely creative; and aspects of attitude (affective), including: faithful, pious, noble, healthy, independent, and democratic. The more serious the government and society are to educate the life of their nation, the more urgent is the position of the teacher. Only qualified and professional teachers can educate and advance the nation. The principle of a professional teacher: "Income may be different, but opinions must be the same, educating the life of the nation".

Keywords: *Educational Development, Teacher Profession.*

1. INTRODUCTION

Since the enactment of Law Number 20 of 2003, concerning the National Education System, which was then followed by Government Regulation Number 19 of 2005, regarding National Education Standards (SNP) and was subsequently followed by the enactment of Law Number 14 of 2005, concerning Teachers and Lecturers, the clearer the teacher's position as a professional position. Signs of recognition of the teacher's position as a professional position have actually been seen since the stipulation of government policy regarding the functionalization of the teacher's position based on Mempan Decree Number 26/Mempan/1989. The decision explicitly states that teachers have quite a variety of professional duties, not only teaching, but also other tasks that can support the development of the teaching profession. Since then, teacher promotions have changed from regular promotions to elective promotions,

namely promotions that indicate the fulfillment of certain credit scores from various basic and supporting professional activities, as stipulated in the Mempan Decree.

National development in the field of education is directed at supporting efforts to improve the quality of human resources who have faith and fear of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country. This is in line with what is mandated in Law Number 20 of 2003 concerning the National Education System (UUSPN), Chapter II Article 3 which states: "National education functions to develop capabilities and shape dignified national character and civilization in order to educate the nation's life, aiming to develop the potential of students so that they become human beings of faith and piety to the head of God Almighty, have noble character,

are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country".

In the context of education, to be able to realize these goals, there are many factors that also determine and of course must be prepared, one of which is the factor of a professional teacher. Article 35 of the National Education System Law also explains that national education: Article 1, national education standards consist of content standards, graduate competency processes, educational staff, facilities and infrastructure, financing management, and educational evaluation which must be planned and periodically improved, and Article 2, national education standards are used as a reference for curriculum development, educational staff, facilities and infrastructure, management and financing.

Likewise in Article 39 paragraph 2 which reads: educators (teachers and lecturers) are professionals whose job is to plan the learning process, assess learning outcomes, conduct guidance and training. Article 42 paragraph 1 reads: educators (teachers and lecturers) must have minimum qualifications and certification according to the level of teaching authority, be physically and mentally healthy, and have the ability to realize national education goals.

Every effort to improve human resources as a result of education will be very meaningful if it involves teachers. Given the teacher's strategic role in determining the quality of human resources, competence is needed (1) mastery of the field of study, (2) understanding of students, (3) mastery of educative learning methods, and (4) personality and professional development.¹

Teachers are seen as competent if in carrying out their duties they can act as facilitators, initiators, and motivators in achieving graduate competence. Besides that, teachers must also be able to accommodate the dynamics of change that occur within the national, regional and global scope by sticking to the functions and objectives of national education, teachers must be able to facilitate the learning process and pay attention to the development of students in its various dimensions, which leads to ownership and development intelligence, learning skills, attitudes, work skills, and social independence.

In accordance with the requirements for skills, skills and responsibilities in the assignment, the teacher's position is included in a professional position. Therefore, to guarantee the professionalism of teachers, it is necessary to apply public accountability with certification with reference to fulfilling the eligibility criteria for the teaching profession. In accordance with its function, certification for teachers is also a way that can be used to cut the chain that causes low teacher quality, including junior high school teachers.

Based on this description, the role and position of teachers and lecturers is very strategic in national development in the field of education, as stated by the President of the Republic of Indonesia as outlined in the Teacher and Lecturer Law, that in order to ensure expansion and equity of access, quality improvement and relevance, as well as governance good governance and educational accountability, so as to be able to face challenges in accordance with the changing demands of local, national and global life, it is necessary to empower teachers and lecturers in a planned, directed and sustainable manner.

2. RESEARCH METHODS

This type of research is qualitative research. Qualitative research emphasizes the description of the observed and the context of meaning that surrounds a reality. According to Moleong (2013), qualitative research is research that produces analytical procedures that do not use other statistical or quantitative analysis procedures.²

Collecting data in this study used interview techniques and then checked with observation or observation techniques. Questions were addressed to school principals and their representatives, teachers, and school education staff who were recorded and recorded by researchers. The procedure for collecting data in this study were: (1) Observation, (2) Interview, (3) Field notes, (4) Use of documents. The process of data analysis begins when the researcher enters the field. The data obtained is classified or entered. This is made possible by problem direction research.

3. DISCUSSION

3.1. Definition and Requirements for the Profession of a Teacher

Most of us claim that teaching is a profession. What is meant by profession, and the requirements and criteria that must be met in order for a position to be called a profession. Ornstein and Levine (2004), stated that a profession is a position that is in accordance with the definition of a profession, namely: (a) serving the community, is a career that will be carried out throughout life (not changing jobs); (b) requires certain fields of knowledge and skills out of reach of the general public (not everyone can do it); (c) uses research results and applications from theory to practice (new theories are developed from research results), (d) requires special training for a long time, (e) is controlled based on standard license and/or has entry requirements (to occupy the position requires certain permits or there are special requirements determined to be able to occupy it), (f) autonomy in making decisions regarding a certain scope of work (not regulated by anyone), (g) has high trust from

the public and the self-confidence of each member, (h) has a high social and economic status (compared to other positions).³

Not much different from these characteristics, Sanusi, et al. (2001), expressed the main characteristics of a profession, namely: (a) a position that has a decisive (crucial) function and social significance, (b) a position that requires certain skills and expertise, (c) skills or expertise demanded by the position is obtained through solving problems using scientific theory and methods, (d) the position is based on a clear, systematic, explicit body of disciplines, which is not merely the opinion of the general public, (e) the position requires a tertiary level education for quite a long time, (f) the educational process for the position is also the application and dissemination of the professional values themselves, (g) in providing services to the community, members of the profession adhere to a code of ethics controlled by professional organizations, (h) each member of the profession has freedom in giving judgment on the professional problems they face, (i) in practice serving the community, members of the profession are autonomous and free from interference from outsiders, (j) this position has high prestige in society, and therefore obtains high rewards as well.⁴

Specifically for teacher positions, according to *the National Education Association* (NEA, 1948) in Soetjipto and Kosasi (2007), suggest the following criteria: (a) positions that involve intellectual activity, (b) positions that are involved in a specific body of knowledge, (c) positions that require lengthy professional preparation (compared to jobs that require mere general training), (d) positions that require ongoing "in-service training", (e) positions that promise a living career and permanent membership, (f) positions which requires its own standards, (g) positions that prioritize service over personal gain, (h) positions that have a strong and closely intertwined professional organization.

3.2. The Nature of Teacher Professionalism

Based on the Indonesian teacher's code of ethics book, at a glance published by PB PGRI (1997), in Soetjipto and Kosasi (2017), it is explained that: "A job is a profession because the job is of general service nature which because of its nature and specificity requires knowledge, skills and special expertise through special education based on scientific disciplines that is continuously maintained and developed through various research and development efforts and in practice is bound by a code of ethics created and enforced by the professional organization concerned and demands a sense of responsibility both personally and as a corps.

Based on this explanation, the teacher's job is a profession. As a profession, teachers have the abilities and skills to carry out their duties professionally.

Hamalik (2011), stated that the teacher is a professional position that has a role and professional competence. These roles and competencies are implemented in the field of education. Samana (2012) shows three characteristics of teacher professionalism, namely: (a) proficient at work in accordance with the specific demands of the type of work, (b) the work skills are scientifically based, (c) have motivation, positive attitude and effort to seriously perfect the work - earnest and continuous.

In carrying out their duties as educators, teachers are attached to professional abilities in accordance with the Teacher and Lecturer Law of 2005 Article 8 plus PP number 19 of 2005 paragraph 3 Article 28, regarding the professional competence of teachers (educators) there are four kinds: (a) pedagogical competence, (b) personal competence, (c) professional competence, and (d) social competence.

Furthermore, the Directorate General of Elementary and Secondary Education, the Directorate of Teacher Education and Technical Staff indicate 10 competencies that a teacher has, namely: (a) developing personality, (b) mastering the foundations of education, (c) mastering subject matter, (d) compiling lesson programs, (e) carrying out teaching programs, (f) assessing the results and teaching and learning processes that have been carried out, (g) carrying out guidance programs, (h) carrying out school administration, (i) interacting with colleagues and the community, (j) conducting simple research for teaching purposes. Some of these competencies are implemented by teachers in educating and teaching students at school.

3.3. Factors Influencing Teacher Professionalism

According to Hamalik (2015), mentions three criteria for a teacher, namely: (a) physical criteria, (b) mental or personality criteria, (c) scientific or knowledge criteria. Of the various criteria and conditions are factors that can affect the task of teacher professionalism. PB PGRI identified several factors needed to be able to support teacher professionalism in everyday life, namely: (a) teacher personality, (b) teacher education, (c) educational facilities and infrastructure, (d) education system, (e) community attitudes, (f) career position and teacher welfare, (g) government policies.⁶

Furthermore, based on Article 7 of the Teacher Law, it is stated that there are four principles of professionalism, namely: (a) having talent, interest, calling and idealism, (b) having a commitment to improving the quality of education, faith, piety and noble character, (c) having qualifications education and educational background in accordance with the field of duty, (d) have the necessary competencies in accordance with the field of duty.

3.4. Law Concerning Teachers and Lecturers

Figures and Tables

Teacher is one of the oldest professions in the world as old as human existence itself. Isn't mother and father (family) the first natural teacher. It is not surprising that all people think that the teaching profession can be done by everyone. However, social life is increasingly differentiated and when people have many choices as a field of life, the image of the teaching profession is increasingly abandoned or in other words begins to decline in social life.

Altbach (2013), concluded in his research that: "the symptom of the exclusion of the teaching profession from society is a global phenomenon. Not only in advanced industrial countries, the teaching profession is starting to be abandoned or neglected, moreover, in developing countries as well as those that are on the way to industrialization, the image of the teacher is declining. However, there is not a single society that does not need this teaching profession to maintain the continuity of its life and the continuation of the next generation. It is recognized by all members of society that without education, without the teaching profession, it is impossible to survive in society. However, this recognition does not always mean an appreciation commensurate with the role and position of the teaching profession in human life. Unappreciated but still necessary. Irony occurs not only in developing countries or even towards industrialization, but also in developed countries."⁸

The birth of the Teacher and Lecturer Law in Indonesia shows a very positive meaning in the history of the life of the teaching profession in Indonesian society. Why not, for the first time in the history of the teaching profession it is recognized as a profession that needs to get protection and receive appropriate awards and adequate coaching.⁹

The passing of the Teacher and Lecturer Law is a hope for many parties, especially education providers, especially teachers and lecturers. Expectations for an increase in professional empowerment are clear, namely: (a) earning above the minimum living needs and social welfare guarantees, (b) getting promotions and awards in accordance with work assignments and achievements, (c) getting protection in carrying out tasks and intellectual property rights, (d) get the opportunity to improve competence, (e) obtain and utilize learning facilities and infrastructure to support professional tasks, (f) have freedom in giving assessments and also determine graduation, awards, and/or sanctions for students in accordance with educational rules, teacher's code of ethics, and laws and regulations, (g) obtain a sense of security and assurance of safety in carrying out tasks, (h) have the freedom to play a role in determining educational policy, (i) have the opportunity to play a role

in determining education policy, (j) get the opportunity to develop and improve academic qualifications and competencies, (k) obtain training and professional development in their field.

3.5. Competence of Education Personnel

Education is a vehicle for increasing the ability and capacity of students to understand and follow societal values. Education will be quality if it has quality resources. Teachers as one of the educational resources is a strategic component. Any effort to improve educational outcomes will be very significant if it involves the teacher as the key and at the same time the central point of any education reform. This means that qualified teachers must be realized. According to Suryadi (2014), qualified teachers have at least professional skills, professional effort, time devoted to professional activities, and rewards for their work. Teachers as professionals must have work skills that are in line with the demands of the field of work they are involved in, so that they have clear authority in improving the quality of educational outcomes. Teacher competence is highly demanded in carrying out tasks in a professional manner. This means that teachers as a profession will determine the performance and quality of teachers.

The competence of education personnel, especially teachers, is complex. Competence is a unified whole that describes the potential, knowledge, skills, attitudes and values possessed by teachers related to their profession, related to the ability to actualize or manifest in the form of behavior, action or performance to carry out the profession. Professional qualifications are a form of embodiment of competence possessed by teachers.

Competence contains elements that can be displayed and those that cannot be displayed. Manifestations that can be shown and appear outwardly are called *performance*. Someone can show *performance* if they have competence. Teacher competence can be seen from his appearance when teaching. According to Suwarno, et al. (2015), there are ten teacher competencies, namely: (a) competence in mastering materials, (b) competence in managing programs, (c) competence in managing classes, (d) competence in using media or resources, (e) competence in using educational foundations, (f) competence in managing teaching and learning interactions, (g) competence in assessing student achievement for the purposes of teaching, (h) competence in knowing and organizing school administration, (i) competence in knowing the functions and programs of guidance services, and (j) competence in understanding the principles principles and results of educator assessments for teaching purposes.

Teacher competence as a learning agent is contained in PP RI Number 19 of 2005 concerning National Education Standards Chapter IV, it is stated that the

standards of educators or teachers and education staff include four competencies, namely: (a) pedagogic competence, (b) personality competence related to personal stability and stable, mature, wise, authoritative and have noble character, (c) professional competence is demonstrated by mastering scientific fields of study and being able to examine critically to explore fields of study, and (d) social competence related to the ability to communicate and get along with students, colleagues and the community.

Taking into account the study of various concepts, teacher competencies are summarized in at least four areas, namely:

3.5.1. Mastery of the field of study

Mastery of a field of study is the ability to understand the characteristics and substance of the science of teaching material sources, understand the relevant disciplines in a broader context, use the methodology of the science concerned to verify and solidify understanding of the concepts being studied, and be able to adjust the substance of the science concerned to the demands and curricular space, as well as understanding work procedures and ways of securing practical activities. The performances shown are: (1) mastering the substance of the field of study, (2) being able to associate and apply the applicable field of study according to the context or environment, (3) being able to develop concepts of science, technology and art, (4) mastering the structure and curriculum materials training, (5) being able to adjust scientific material to student development, (6) planning and guiding the safety and health of students in the workplace, and (7) being able to manage the workplace (production unit, laboratory).

3.5.2. Understanding of students

Understanding of students is the ability to understand various characteristics of students, understand the stages of development of students in various aspects and their application in optimizing the development and learning of students. The performances shown are: (1) being able to identify the potential of students who need to be developed, (2) mastering the characteristics of potential students, (3) having a commitment to the rights and obligations of students, (4) knowing and utilizing the environment of students, (5) mastering student learning methods, (6) being empathetic towards students, and (7) guiding student career development.

3.5.3. Mastery of educational learning

Mastery of educational learning is the ability to understand basic concepts and processes of education and learning, understand the basic concepts and learning processes of the field of study concerned, and be able to apply them in the implementation and development of

educational learning processes. The performances shown are: (1) planning and designing educational learning, (2) mastering learning approaches, methods and media, (3) implementing educational learning, (4) getting to know the principles and procedures for assessing student learning processes and outcomes, (5) planning and carrying out assessments of student learning processes and outcomes, (6) utilizing assessment results, and (7) planning and carrying out research in order to improve the quality of learning

3.5.4. Personality and professional development

Personality and professional development is the ability to develop religious intuition and nationality that is religious and has personality, has the attitude and ability to self-actualize, and has the attitude and ability to develop educational professionalism. *The performance* shown is: (1) being able to adapt to the work environment, (2) being able to assess their own performance, (3) being able to work independently and in collaboration with others, (4) being able to find new sources in their field of study, (5) having a commitment to the profession and professional duties, (6) being able to communicate with colleagues and students, and (7) being able to improve themselves in their professional performance

3.6. Professionalism of Education Personnel

Starting from a question whether the job (position) of the teacher has been called a profession. The teacher's work, if done correctly, requires seriousness starting from preparing teaching and learning plans, organizing, managing, controlling, guiding, fostering, and being responsible for the implementation of the teaching and learning process in a relevant, efficient and effective manner. Subsequent work assesses learning processes and outcomes, as well as diagnosing the factors that influence the success of the learning process. In this way the teaching and learning process can continue to be perfected and at the same time the professionalism of the work done is guaranteed to be of good quality. Based on these facts, it is not an exaggeration to say that a teacher's job is a professional job like other professional positions, such as doctors, engineers, lawyers and so on, because a teacher's job requires systematic and scientific training.

Teachers are faced with the challenge of developing their professionalism in three dimensions, namely science and technology, real service to society and a professional code of ethics. Teachers must be able to make smart (cognitive), make skilled (psychomotor), and be right (affective). According to Suryanto (2013), there are five professional teacher performances, namely: (a) the desire to always display behavior that is close to ideal standards, (b) to improve and maintain the profession, (c) the desire to always develop the profession by increasing

knowledge and mastery of technology, (d) pursuit of quality and ideals in the profession, and (e) pride in the profession.

Furthermore, Suryanto (2013), states that a teacher is called a professional if he shows the following characteristics: (a) has a strong foundation of knowledge, (b) must be based on individual competence not on the basis of KKN, (c) has a selection system and certification, (d) healthy cooperation and competition between colleagues, (e) high professional awareness, (f) ethical principles in the form of a code of ethics, (g) professional sanction system, (h) militancy individually, and (i) has a professional organization.

Likewise Mungin (2013), states that professional teachers have the following characteristics: (a) have a mature and developing personality, (b) have the skills to arouse students' interest, (c) strong mastery of knowledge and technology, and (d)) have a professional attitude that develops continuously.

3.7. Education Personnel Professional Certification

Certification is the provision of a competency certificate or certificate as recognition of a person's ability to perform a job after passing a competency test. Certification comes from the word certification which means diploma or official recognition of one's competence to hold a professional position. When linked to the teaching profession, certification can be interpreted as proof of teaching ability indicating that the holder has teaching competence in certain subjects, levels and forms of education, as explained in the competency certificate.

Based on the characteristics of professionalism it is clear that certification is very important for teachers if they want to have a protected field of work, because it is not easily intervened by anyone other than the holder of a certificate from the Teaching Personnel Education Institute (LPTK) and a teaching certificate. The purpose of certification according to Suryanto (2003), is to provide guarantees for the performance and ability of teachers to carry out teaching and educating work professionally. Without certification, more and more people will feel that they can become teachers without going through the required education. The assumption that anyone can do a teacher's work as long as they have the necessary material skills must be corrected immediately. The essence of teaching is not merely the transformation of knowledge, but there are pedagogical elements, resulting in changes in the behavior of students both in cognitive, affective and psychomotor aspects.

Teacher certification is an effective way to ensure teacher quality and increase public confidence in schools and the teaching profession. Certification for teachers is an integrated assessment system that includes the process of managing teacher performance to support

opportunities for professional career development. Teacher certification is directed at creating a productivity-oriented work climate and environment, providing good rewards for achievers, and is fair, carried out systematically, and aimed at continuing professional teacher careers.

Teacher competency certification is aimed at novice teachers and for career development in teaching positions. Ideally, efforts to improve teacher professionalism should start with teacher-producing institutions. Certification begins with various efforts to prepare teachers, starting from selecting the curriculum, creating a conducive learning environment, so that appropriate and proper performance is formed as prospective teachers.

4. CONCLUSION

The teacher as a professional position based on Law Number 14 of 2005 requires total involvement in carrying out his duties and responsibilities towards his professional duties. Teacher duties should no longer be carried out casually or as a side job, the teacher's position must be seen as "*a live career*". Teachers must prioritize service to their students who really need it. The services provided must be in accordance with the needs faced by students, and must also be in accordance with their level of development.

National education is a vehicle for developing Indonesian human resources, so that they have high competitiveness in a global context. Teachers as part of the educational staff are the main pillars for the implementation of the education system in order to produce quality human resources needed in the global era.

Teachers will produce quality human resources if the work is carried out professionally with reference to teacher competency standards that are measured and recognized.

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