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Teacher Professionalism in Technical and Vocational Education

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Abstract. The advancement of a nation is largely determined by the advancement of education, and the field of education is on the teachers' shoulders. Therefore, professionalism of teachers should be improved in performing their duties as facilitators, initiators, and motivators in achieving the competence of graduates. Teachers should be able to facilitate the learning process and pay attention to the development of learners in its various dimensions, leading to the ownership and development of intelligence, learning skills, attitudes, work skills, and social independence. Vocational education carried by Vocational High School, should not only provide theory, but also be coupled with the application or application of theory. It is time for us to rise up to give birth to professional experts in their fields, in accordance with the needs of the workforce. A professional teacher is required to have a work ethic and a high commitment to his profession, and always through continuous development through professional organizations, the internet, books, seminars, and the like. With the professionalism of teachers, then the future teacher does not appear again only as a teacher (teacher), such a prominent function during this, but switch as coach, counselor, and learning manager. Each Educational Institution of Education Personnel graduate and other college graduates who wish to become teachers are required to have at least the competence of the standard. Thus, teacher professionalism is a life-long and never-ending process. Developing and developing vocational education is an important and absolute thing to do, considering that approximately 80% of the workforce in the field is lower middle-level workforce.

1. Introduction

Education is a very essential thing in the process of humanity in a society. In this era of globalization there is a tremendous change in people's lives. We can not escape the globalization tsunami that has entered every facet of modern human life. In the era of globalization there are jumps or the transformation of life values and therefore there is also a change in the process of humanity or education.

This relatively rapid change also influences the dynamics of policy change in education. National development in the field of education is directed to support efforts to improve the quality of human resources who are faithful and devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become citizens of democratic, and responsible [1].

Among the issues relating to teachers and teachers are usually about inadequate qualifications and teacher competence, lack of teacher welfare, low work ethic and teacher commitment, and lack of community awards in the teaching profession. Although the government, together with its parents and the community, have made various efforts to improve the teaching profession, teachers' issues remain as the main problem of the national education world.

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In the context of education, to be able to realize these goals, very many factors that must be prepared. One of the forms of education and training services based on technology and vocational that has a strategic role in national development, including Vocational High school, Polytechnic, Technology and Vocational Education within Educational Institution of Education Personnel, and Vocational Training Institutions both government and private. Educational personnel who handle these educational institutions are teachers, instructors and lecturers who have the characteristics of competence vary widely, in accordance with the areas of expertise required. Teachers in the field of education and training based on technology and vocational, viewed from the background of his expertise, both qualifications and relevance keompetensinya, until now still varied and not relying standard.

Thus, teacher professionalism is a life-long and never-ending process. Developing and developing vocational education is an important and absolute thing to do, considering that approximately 80% of the workforce in the field is lower middle-level workforce.

2. The Essence of Teacher Professionalism

Departing from a question whether job (title) teacher has been referred to as a profession? Teacher work if done correctly, demands seriousness from making a teaching-learning plan, organizing, organizing, controlling, guiding, nurturing, and being responsible for the implementation of teaching and learning process relevant, efficient and effective. Further assess the process and learning outcomes, as well as diagnose the factors that affect the success of the learning process. Thus the process of teaching and learning can be improved (perfected) continuously, which is a professional work that is guaranteed quality. Based on this fact, it is not exaggerating to say that the job or professorship is a professional job, as are other professional positions, such as doctors, engineers, lawyers, etc., because a teacher's work requires systematic and scientific training.

According to Aqib, the teaching profession is not just a vehicle to channel a hobby or as a side job, but it is a job that must be known to realize maximum professional skill. As professionals, teachers play important roles and responsibilities in the implementation of teaching programs [2].

While Budiarso states the performance of professional teachers, among others: (1) the desire to always display behavior approaching the ideal standard, (2) to improve and nurture the profession, (3) the desire to always develop the profession by increasing the knowledge and mastery of technology, (4) pursuing quality and ideals in the profession, and (5) pride in the profession. Similarly, Professional teachers among others have the following characteristics: (1) have mature and developing personality, (2) have the skills to arouse students' interest, (3) strong mastery of knowledge and technology, and (4) have a sustained professionalism attitude [3].

Thus, it can be said that the professional teacher is a teacher who has the expertise, responsibility, and sense of sustainability supported by strong professional ethics. To that end teachers should have adequate competence qualifications that include pedagogic competence, social competence, personality competence and professional competence. Teacher professionalism performance is basically a manifestation of professionalism of teachers consciously and directed to carry out education both at school and outside school.

3. Teacher Qualification

Education will be qualified if it has quality resources. Teachers as one of the educational resources is a strategic component. Any effort to improve educational outcomes will be significant if it involves the teacher as the key and at the same time the central point of any educational reform. This means that qualified teachers must be realized. The teachers at least have: professional skills, professional efforts, time devoted to professional activities, and rewards for the results of his work. Teachers as a professional figure must have work kecapakan harmonious with the demands of the work field in cultivation, so have a clear authority in improving the quality of education results. Teacher competence is highly demanded in carrying out the task professionally. This means that teachers as a profession will determine teacher performance and quality. Qualifications of educators for formal education in Indonesia are required as follows: (a) Kindergarten, Primary and Extraordinary School minimum D3

qualification. (b) Junior and Senior High School (SMP and LB), Vocational and Extraordinary School (SMK and LB) minimum S1. The current condition of teachers in Indonesia is 44% unqualified and 56% are qualified [4].

4. Teacher Competencies

Competence can be defined as knowledge, skill and personal qualities, which include the motive, attitude, value, self image and trait necessary to carry out work activities effectively in line with educational goals. In Kepmendiknas Number 045 / U / 2002, it is stated that what is meant by competence is a set of intelligent and full of responsibility which is owned by a person as a requirement to be deemed capable by the society in carrying out tasks in certain job field (Guidelines for Certification of Educator Competency, 2004) . In conjunction with educators or teachers, the competency refers to performance or actions that are rational and meet certain specifications in the performance of educational tasks. Thus the competence of educators puts special emphasis on the formation of competence by reviewing and testing the relation between the competency task requirements and the learning experience given to the students.

Teachers are required to have academic qualifications, competencies, certification of educators, physically and mentally healthy, and have the ability to realize the goals of national education. The competencies teachers must possess are pedagogical competence, personality competence, social competence, and professional competence gained through professional education [1].

Competence is the characteristic or ability of the knowledge, skills and attitudes of behavior required in accordance with the duties of his position [6]. This limitation can be interpreted that everyone who performs certain functions must be supported with competence. In general, competence is defined as knowledge, skills and basic values that are reflected in the habit of thinking and acting. However, the understanding of this competency should not be interpreted as a knowledge, attitude, ability and skills alone, but competence must be conceptualized as a form of behavior, action, performance of a person after experiencing the learning process.

According to Finch and Cruncilton [7] knowledge can be learned through education, while skills, attitudes, norms can be mastered through work experience, meaning that competent teachers are teachers who have adequate educational qualifications and have adequate teaching experience in the field. In relation to the competency test, reliable and reliable competence tests are not sufficiently tested for a moment, but should include performance tests and personality tests through observation and observation processes over a period of time, involving, superiors, peers and students (head assessment, peer assessment, student assessment).

5. Vocational Education Now and Forever

Vocational education or skill education is an education with combined theory and practice 40:60% percentage with the aim of preparing graduates who can compete in the business and industry. The curriculum in vocational education is concentrated on skill-learning systems. Constantly developing and advancing science and technology and widespread industrialization, demanding vocational education continues to be carried out continuously.

The problem that has been developed in Indonesia in the world of education is the relevance of education to the world of work, especially for academically oriented education programs. The direction of education in Indonesia is less relevant to market needs, because education in Indonesia is more focused on academic education than vocational education that produces skilled labor. "The education that now exists produces arrogant people who feel smart, but lack the skills and competence to take action that should be done to make Indonesia prosper and prosper". From the opinion of Sadino, if we think of it as a generation who has been educated for several years until now sitting on the bench lectures do have a point. The statement, also a picture of Indonesia's education is still in need of improvement.

These factors, which led to the existence of vocational education. Educational program by prioritizing the sustainability of skills competence. Briefly vocational education is an education that includes curriculums that are sensitive to the needs of the necessary experts in a real industry in life. It

is expected that vocational education produces quality human resources that are able to optimize the wealth of natural resources owned, capable of prospering the community. Vocational education is expected to provide the competence or ability that is needed in the life of the community and the world of work.

Activities of students conducted in the business world or in the is a concrete manifestation of the function of vocational education to prepare human resources experts. In practice, the vocational school students are expected to be able to develop their skills, because they will be directly in touch with their fields, which will also be directly practiced in the world of work. This is the hallmark of vocational education, with the direct employment of industry industry will shape mentally and provide a valuable experience for students. Very useful and useful when jumping straight into the real world of work competition.

6. Conclusions

Professional teachers are teachers with expertise, responsibility, and a sense of well-being supported by strong professional ethics. To that end teachers should have adequate competence qualifications that include pedagogic competence, social competence, personality competence and professional competence. Teacher professionalism performance is basically a manifestation of professionalism of teachers consciously and directed to carry out education both at school and outside school. Teacher professionalism is a life-long and never-ending process. Developing and developing vocational education is an important and absolute thing to do, considering that approximately 80% of the workforce in the field is lower middle-level workforce. Vocational education carried by SMK, should not only provide theory, but should be coupled with the application or application of theory. It is time for us to rise up to give birth to professional experts in their fields, in accordance with the needs of the workforce.

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