

Perception and Practice of Vocational Education Revitalization by Vocational High School Teacher

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Abstract— The majority of normative and adaptive vocational school teachers when compared to productive ones causes a lack of teachers who have the competence to teach expertise. Teachers who have been provided with vocational revitalization education will develop their abilities so they can carry out learning well. In this study researchers will analyze the views and readiness of vocational school teachers resulting from the revitalization of vocational education in practice in school learning. This research method is descriptive qualitative. Participants in this study were teachers who had a teaching period of more than 5 years and had participated in the revitalization of vocational education. Data is taken through in-depth interviews, document studies and observations of teachers who have been given a revitalization program. The conclusion of this study, if the teacher has participated in the revitalization training of vocational education, it will be able to develop learning in the classroom and be more productive. Whereas teachers who do not have knowledge about the revitalization of vocational education are unable to develop themselves in classroom learning and tend to only teach their fields of knowledge without ever developing other potentials they have.

Keywords— *Revitalization; adaptive teachers, productive teachers*

I. INTRODUCTION

Education can be said as a planned effort so students can learn in a good atmosphere and process so that all of his potential and skills can develop well (Undang-undang Sistem Pendidikan Nasional No. 20 tahun 2003). With education is expected to produce good human quality in all dimensions. [7,10]. Vocational education is a secondary education that provides students with one particular skill [5]. Vocational education can be said as education that trains people to be ready to work in an industry and to improve welfare [1,4,23]. Agree with the opinion of Evans & Edwin (1978: 24) that vocational education prepares a person for a skill. While Education United States (NCRVE, 1981: 15), argues vocational education helps students enter the industry. From the understanding given by [1,2,13,23] can be concluded that

one of the characteristics of vocational education and which at the same time differentiate with other types of education is its orientation on the preparation of students to enter the work field. Another with [3,8] which mentions: "vocational education as education that provides supplies to learners to work to sustain life (education for earning a living)". So from the definition proposed by [1,2,3,13,23] can be concluded that vocational education prepares learners to be able to work in certain fields, also prepares them in order to obtain a decent life through work in accordance with their respective abilities as well the prevailing norms. For the Indonesian people, vocational education is very important because in general, the vocational school students come from the low socioeconomic community [4,14,20] so that if the vocational school succeeds in realizing its mission it will help raise the socio-economic status of lower level society.

In order to develop vocational education and produce students who are able to compete globally, the quality of educator resources is also of considerable concern [12,16,18]. Educator resources, in this case, are teachers who have good skills, so as to develop the potential they have in learning in the classroom. Teachers will implement education where the quality of education and teacher learning outcomes in performing their duties professionally, based on the educational process towards ideal conditions and useful for students and society in general. Teachers are required professionals in the implementation of education in order to produce quality education is truly optimal and to always improve, develop themselves in building the world of education. Teachers become the dominant factor in the education process [5,12], so it can be said that the teacher becomes the determinant of the quality of education in carrying out its role in society.

The teaching profession can develop professionally in a supportive environment. Teacher professional development will improve the quality of education in building the nation. The development of the teaching profession can be said to succeed if its impact can foster innovative attitude. With this innovative attitude will strengthen the professionalism of

teachers. Increasing teachers of SMK is not comparable with the increasing quality of teachers who are competent in teaching. Still, the majority of normative and adaptive SMK teachers when compared with productive cause lack of teachers who actually have the competence to teach areas of expertise. Reflecting on the 16 principles of vocational education by Charles Allen Prosser is still very relevant to be used in the current revitalization of SMK. This makes the basis for the process of organizing vocational education where teachers who teach in the classroom must have more skill competencies gained from their experience so far. One way that the government in improving vocational education in Indonesia is to utilize vocational school teachers to develop their potential to be more productive in implementing learning in the classroom.

The revitalization program through Instruksi Presiden No. 9 of 2016 aims to realize the development of national education in line with UU no 20 of 2003 concerning the National Education System. Revitalization in the context of education is intended to maximize all elements of education (Central Government, Regional Government, State-owned Enterprises, Regionally Owned Enterprises and Private Companies) related to really care in the process of vocational education. The purpose of this revitalization is to refine and align the SMK curriculum according to the competence of the graduates' (link and match) needs.

"Link" and "match" imply that graduates have competitive insights or attitudes, such as work ethic, achievement motivation, mastery, competitiveness, understanding of money beliefs and attitudes toward saving. Teachers in the revitalization of SMK implemented by the Indonesian government through Presidential Instruction No. 9 of 2016 is an effort to realize the goals of national education development in accordance with UU No. 20 of 2003. Through the Directorate of Vocational High School Development, there are 5 areas that need to be addressed in the revitalization SMK, where one of them is about teachers and education personnel. Revitalization of Human Resources in the field of education, especially teachers and educational personnel will have an impact on the performance of education is getting better. By estimated in 2020 the number of students of 850 thousand, then here must be followed by an increase in the competence of the teacher so that the process of teaching and learning will be more effective. On the other hand, the readiness of teachers in implementing the revitalization of vocational education is also very determining the quality of students produced. Teachers who have attended vocational education revitalization training are expected to be able to carry out more creative and productive learning. In reality, however, there are some inconsistencies that teachers have in implementing their knowledge after implementing revitalization training in vocational education. Teachers who have been provided with vocational revitalization education as one way to develop their ability still cannot carry out the learning well.

Expected learning is life-based learning that provides basic supplies and training to students about the value of

everyday life in order to be able, able and skilled in running life and maintaining future survival [11,22]. Another with [19] opinion, where life-based learning is learning to work cannot be separated from other types of learning. In this research, the researcher will analyze the views and readiness of the vocational teachers from the revitalization of vocational education in practice on the learning in school. This study aims to find out how the views and readiness of SMK teachers after being given a revitalization program on their ability and competence in teaching in the classroom. Of course, there will be a significant contribution to improving the quality of learning in vocational schools. The method used in this study is descriptive qualitative which presents a picture of teacher readiness and the teacher's perspective after going through the revitalization of the vocational education program in its competence in front of the class. Participants in this study were teachers in vocational schools who had some of the criteria required in this study.

Data were collected in this study through in-depth interviews, document studies, and observations of teacher teachers who have been given a revitalization program. The data collected is data that answers the researcher's questions related to the vision and readiness of teacher revitalization of vocational education. The in-depth interview is a data-taking technique related to SMK teacher's view and readiness to revitalize vocational education as well as the constraints experienced during the learning process in the class. Secondary data is also done by conducting interviews with students in the classroom. Overall interviews were conducted with vocational teachers revitalized by vocational education to obtain information about teacher's knowledge of revitalization of vocational education, teacher's readiness in implementing revitalization of vocational education. And to find out if there are constraints faced by teachers in revitalizing vocational education in classroom learning.

II. DATA ANALYSIS

Data analysis by providing a detailed description of the data obtained in the study. The data will be adjusted to the theme presented, followed by cross-analysis in each interview. Data analysis through an interpretive analysis in which data has been collected will be transcribed and interpreted. The transcribed data is then coded into several categories. Then compare with other participants, comparing data from the same participants in different interview times, comparing everything found in classroom observations, and comparing data with existing categories.

III. CONCLUSION EXPECTED

This research is done to know the readiness of teachers in implementing life-based learning after getting revitalization training of vocational education. Therefore, this study is expected to obtain conclusions such as (1) if the teacher has attended the revitalization training of vocational education, then he will be able to develop the learning in the classroom and be more productive, (2) the teacher who has

no knowledge of the revitalization of vocational education is unable to develop himself in classroom learning and tends to teach only his field of knowledge without ever developing another potential it has.

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