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MANAGEMENT MODEL OF TEACHER'S JOB DESCRIPTION FOR PRODUCTIVE PROGRAM PRACTICE OF STATE VOCATIONAL SCHOOLS

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Abstract

Teacher's job description on the productive program practice consist of such activities as planning, implementation, evaluation of productive program practice output, giving guidance and training to students, and doing additional tasks other than their main task. The teachers implement their job description in teaching and learning process by teaching one subject in accordance with their the certified qualification. In addition, the teachers are involved in school management activities including new students enrolment, curriculum preparation and its supporting documents, national examination, school examiantion and others. The teacher's job description is specifically determined by the school management and their teaching load consists of 24-40 credit units, based on the their skills, usefulness and equal distribution

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INTRODUCTION

Teachers have strategic roles in teaching and learning management to create interesting teaching learning process. These roles reflect the management functions of planning, implementation, and evaluation. Teachers perform their duties to help students obtain high achievement. In relation with management, all efforts are made to maintain the condition so that learning process of theory-practice work will be effective and efficient in achieving learning goals.

The observation in engineering and technology vocation schools in Semarang shows that teachers are still relatively weak to do their jobs. They do not prepare teaching kits such as syllabus, lesson plans, worksheets, operational sheets, and modules. Furthermore, the observation on the examination results shows that many student cannot answer the questions correctly or leave their answer sheet blank with no answers. This condition is partly caused by the fact that the teachers do not optimally perform their duties of planning, implementing, and evaluating the learning activities. As a result, the quality of learning achievement is getting lower and the rate of unemployment of vocational high school graduates is increasingly high.

This problem is similar with the finding of the survey from Central Statistics Agency which states open unemployment in Indonesia on Agustus 2012 period was 7.2 milion people. The unemployment percentage rate for August 2012 was 6.14%, and the highest unemployment rate for vocational high school graduates was 9.87%. Because the unemployment of vocational school graduates is the highest, so problems with vocational schools are certainly complicated. The problems faced by vocational education is no longer on the substance of education or curriculum, but comprehensive and fundamental, including value systems, mindset and mental attitude of participants and managers of vocational education (Sudira, 2006:86).

To provide the solution to these conditions, the management of job description for vocational school teachers that includes learning management theory and practice beginning from the planning, implementation, and evaluation is required. In particular, the vocational educational system has elements that need to be considered in its management so that their graduates are able to manage their potentials and have competitive values.

The teacher's job descriptions will be implemented properly if there is serious attention to

the teacher's professional development. Teacher's development is necessary to maintain and improve the teacher's quality in order to achieve educational goals, as stated by Castetter (1996:238) "they are considered to reflect a gap between existing and desired condition, whether the gap is viewed as a deficiency or part of the organizational culture that stresses continual growth and development for all system members". Teacher's development is required by the institution primarily for the benefit of the institution itself, especially for the quality outputs, performance, motivation and enthusiasm. It can also be done by teachers themselves in the self-sustainable development. Teacher's development can be done through academic fora, such as participation in conferences and conventions. In this way, Laird (1985:76) suggests that "professional conferences and conventions provide another source of learning to meet micro training needs. They are seldom structured as behaviorally-oriented learning system. Hopefully, people who attend conferences and conventions will bring back ideas which they will try out, or at very least share with their peers".

The development and improvement of the teacher's performance can also be conducted through the use of information technology. Through information technology owned either by the regional governments or by the individual schools, teachers can do some things including: (a) performing searches and retrieval of library materials. Many people believe that online learning will be an important vehicle for teacher and student learning in the future. (b) building a artificial intelligence program to model a lesson plan, (c) providing easy access to the so-called virtual virtual clasroom or university, (d) conducting the marketing and promotion of the work of research (Barnett, M. (2006). By leveraging information technology, teachers can quickly access the content knowledge required of teachers, knowledge is not limited to knowledge already possessed.

With respect to teacher's complete job description, Mohler (2007) describes that the methods of teaching contain some stages. Students have to go through the stages in operating the equipment, having clear instructions by using a module containing a detailed work instructions. It is difficult to pass through the steps.

METHODS

This research aims to develop a management model of teacher's job description for productive program practice in state technology and

engineering vocational schools of Semarang. Therefore, this is a research and development. Referring to Borg & Gall (1989:184-785), there are 10 stages of R & D in developing a management model of teacher's job description for productive programs.

RESULTS AND DISCUSSION

Management Model for Teacher's Job Description

The teacher's job management model is schematically presented in Figure 1. The model is presented by adopting management functions of planning, implementation, and evaluation. The management of teacher's job description is intended to achieve the vision, mission, and goals for the school.

Planning teacher's job description

The planning of teacher's job descriptions for skill programs in State Automotive Technology and Mechanical Engineering vocational schools includes the plan for teaching programs, evaluation, analysis, improvement,

coaching students, classroom management, and mentoring students. The planning for teacher's job descriptions is based on Law No. 14 Year 2005 on Teachers and Lecturers in Article 35 paragraph (1) with the principal task of learning to plan, implement learning, assess learning outcomes, guide and train learners, as well as an additional duty. Furthermore, Article 35 paragraph (2) of Law No. 14 Year 2005 on Teachers and Lecturers claimed that the workload of teachers consists of at least 24 hours of face to face interaction and as much 40 hours of face-to-face interaction within 1 (one) week. Other teacher's job includes the planning as part of the school management, including the cycle of planning, implementation and evaluation of new students admissions, curriculum development and other supporting documents, including the implementation of learning tests/quizzes, National Examination (UN), school exams and other activities. The duties of each teacher in an annual cycle are specified by the management of the school where the teacher works. The documentation of plan for teacher's job description is in the form of a school committee.

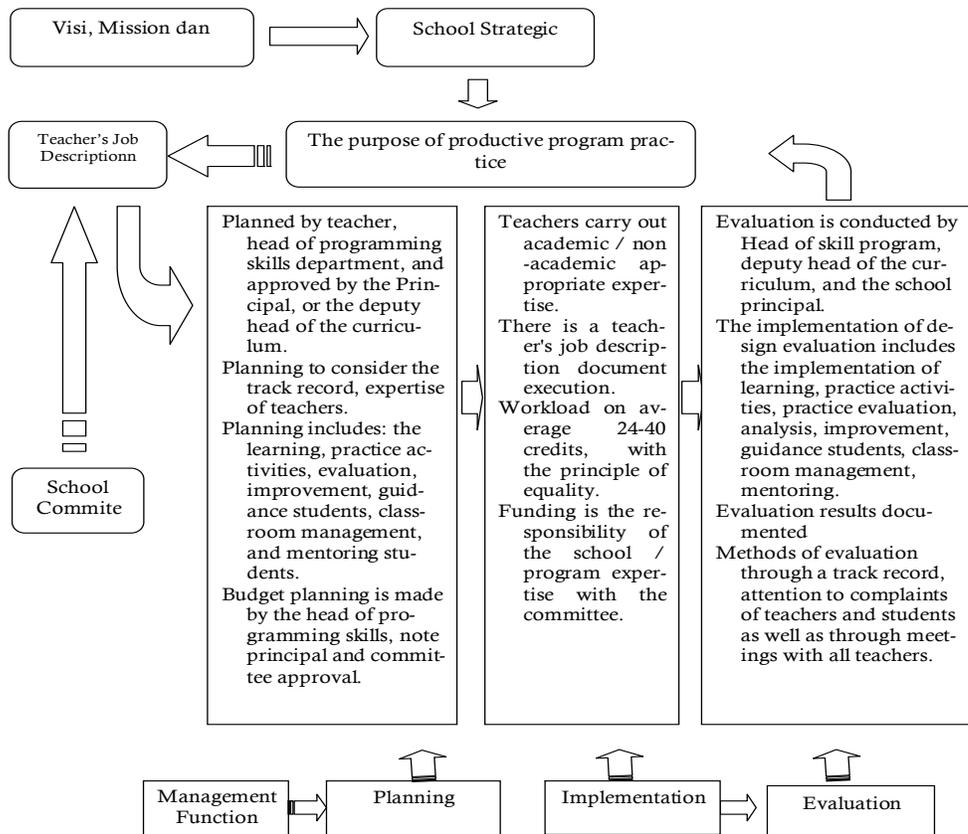


Figure 1. Management model of teacher's job descriptions for productive programs in Semarang Automotive and Mechanical vocational schools

Implementation of teacher's job description

In the implementation of the job description in vocational high schools, the teachers begin by preparing teaching and learning preparation documents including lesson plans. The drafting of lesson plans lasts for two weeks or 12 working days. The results of these activities is not considered as face-to-face activities and not all teachers prepare lesson plans.

After preparing the teaching and learning preparation documents, then the teachers implement productive program practices. The results of the study on the implementation of the teacher job description indicates that students are insured during the practice activities, the rules for practice is available in the workshop, there is no standard operating procedures (SOP) for teaching and learning activities, practices lasts for one hour 30 minute, the practices adopts a rotation system, the practice is conducted in large groups (6-8 students/group), the practice consists of opening, content, and closing, and the practice has not fully applied the practice of mastery learning. Teacher's workload is 24 credits on average.

During the implementation of the productive program practice is an activity where there is an interaction between learners and teachers. This activity is an actual face to face activities and practices are carried out according to the schedule of productive program. Initial face-to-face activities include checking or preparing practice rooms, preparing teaching materials for practice, teaching materials, media / tools, and administration documents for the productive program. Initial face-to-face activities is conducted before the scheduled lesson, shortly before or sometime after the scheduled time depending on things to be prepared. During face-to-face interactions, there is a face to face interaction between learners and teachers and it is held in electrical workshop, or chassis, and automotive motor. The duration for the implementation of the activity or productive practices or face-to-face programs is in accordance with the duration of time specified in the structure of the school curriculum with the allocation of a 1-hour 30-minute lesson. Assessing the results of productive practice program is a series of activities to acquire, analyze, and interpret data on the process and results of the practice of productive programs. Evaluation results into meaningful information in assessing learners or other decisions. Implementation of assessments is conducted using tests and non-tests.

Evaluation of Teacher's Job Description

The evaluation of teacher's job description is based on the implementation of teacher's job description as compared to the plan. It is conducted regularly in the meeting at the end of the semester. It is also conducted based on the complaints from students, other teachers and of the teacher's attendance is evaluated from the teaching learning journal. Referring to Article 52 of Government Regulation No. 74 Year 2008 on the teacher, the teacher's evaluation of job descriptions in vocational schools is presented in Table 1 below.

Table 1. Categories of teachers' job descriptions for productive program practice of Automotive & Mechanical expertise in Semarang Vocation Schools.

Teacher's Job Type	State Vocational Schools in Semarang					
	SMK N A		SMK N B		SMK N C	
	Face to Face	Not face to face	Face to Face	Not face to face	Face to Face	Not face to face
Planning for Learning	-	√	-	√	-	√
Learning Implementation	√	-	√	-	√	-
Learning Evaluation	√*	√Δ	√*	√Δ	√*	√Δ
Guiding Students	√o	√Δ	√o	√Δ	√o	√Δ
Additional Duties	-	√	-	√	-	√

Description:

√*: assessing learning outcomes is implemented as an integrated part of face-to-face meeting, like daily tests, √Δ: assessing learning outcomes in a given time as the midterm and end of term, √o: providing guidance and training to students conducted in an integrated manner with the learning / face to face meeting, and √Δ: providing guidance and training to students conducted in self-development/extracurricular activities.

Teachers as a profession include educating, teaching and training. Educating mans to continue and develop the values of life. Adam and Decey points out that on the basic principles of student teaching, the teachers function teachers,

class leaders, mentors, environment regulators, participants, planners, supervisors, motivators and counselors. About teaching is a profession, Glenn Langford (in Yamin, 2006:31) mentions that professional criteria include (1) wages, (2) knowledge and skills, (3) a sense of responsibility and purpose, (4) prioritizing the services, (5) has a unity, and (6) to receive recognition from others for the work they do. In addition, Moore (in Yamin, 2006:31) identifies professions to have such characteristics as follows (1) working as full-time professional to perform the job, (2) bound by life philosophy, and adopting the view that work is compliance with a set of norms and behaviors, (3) being a member of formal professional organizations, (4) mastering the knowledge and skills on the basis of specialized training or highly specialized education, (5) bound by the terms of competence, awareness of achievement, and community service, and (6) receiving autonomy based on very high technical specialization.

Teacher's development can be carried out by the institution for the benefit of the institution itself, especially with regard to output quality, performance, motivation and work spirit. It can also be done by teachers themselves in the form of self-development. McNergney and Carrier (1981:18) suggest that "It is concerned necessarily with the tasks and behaviors of teaching and learning, but never in isolation from the people who function as teachers. Therefore, we see it as personalized in the sense that the environments created by teacher educators must be congruent with the teachers' needs and abilities."

In implementing the job descriptions for the practice productive program, teachers should be warm, passionate, full of confidence and enthusiasm. They should view students are intelligent humans with potentials, because this will be an important factor that will improve the students' active participation. All forms of teacher performance will affect the attitude of the students.

Conclusion

The management model of teacher's job descriptions for the productive program practice refers to the management functions of planning, implementation, and evaluation. In the planning, teachers prepare lesson plans, practical activities,

evaluation, remedy, student's development, classroom management, and student mentoring. Teachers are assignment based on their track record and expertise. The teacher's job description includes academic/non-academic tasks in accordance with their expertise. Their workload is on average 24-40 credits. The evaluation of the teachers' job descriptions include the implementation of lesson plans, practical activities, practice evaluation, analysis of the implementation of the practices, improvements to the implementation of the following practice, student's development, classroom management, and mentoring. It is conducted by using a track record, teacher's and student's complaints, and during the meetings with all teachers.

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