



An Analysis of Factors Affecting the Teaching Professionality of Vocational Education Teachers in Indonesia

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Abstract. In order to reach educational objectives, vocational schools have made various efforts, including improving the quality of teaching and learning through better learning strategies, curriculum development, and the provision of practical facilities, laboratories, and teaching resources. However, graduates of vocational schools often struggle to fully meet the workforce's demands due to a disconnect between their knowledge and skills and industry expectations. Several factors influence the quality of learning, with the use of teaching strategies being one of the key elements. Teachers can enhance learning outcomes by optimizing educational facilities and infrastructure to meet current needs. The role of the teacher as a facilitator in the teaching and learning process is essential. Consequently, it is important to focus on the professionalism of teachers in delivering lessons. Teacher professionalism plays a critical role in the success of education and the teaching process, with factors such as job satisfaction and emotional intelligence particularly influencing vocational education teachers.

Keywords: Emotional intelligence, Job satisfaction, Teaching professionalism

1 Introduction

Vocational high schools serve as formal education institutions aimed at providing students with technological expertise, practical abilities, positive attitudes, and a strong work ethic to prepare them for mid-level employment. According to Article 15 of Law Number 20 of 2003 on the National Education System, vocational education is centered on secondary education that is primarily aimed at preparing students for specific career paths. To achieve these objectives, vocational high schools have implemented various initiatives, such as enhancing the quality of the learning process through innovative strategies, refining the curriculum, offering practical and laboratory facilities, and improving teaching standards. However, despite these efforts, many graduates face difficulties in fully meeting the workforce's expectations, as their competencies in both knowledge and skills often fall short of industry requirements.

Based on the statement from the Chairman of the North Sumatra Chamber of Commerce and Industry, Irfan Mulyana, during the Vocational School Student Work Competition (LKS) at the University of North Sumatra, he highlighted the absence of

a standardized teaching curriculum in schools capable of producing and developing independent human resources. Consequently, vocational school graduates are not yet prepared for the job market (Daily Analysis, December 2, 2009). According to data, Indonesia's open unemployment rate as of August 2008 reached 9.39 million people, or 8.39% of the total workforce. This figure showed a decrease compared to February 2007, when unemployment stood at 9.43 million people (8.46%). Open unemployment was predominantly contributed to by vocational high school graduates, accounting for 17.26% of the unemployed, followed by high school graduates (14.31%), university graduates (12.59%), diploma holders (11.21%), junior high school graduates (9.39%), and elementary school graduates or below (4.57%) [1].

The challenges encountered in vocational school education include the low competency of graduates, which fails to meet the demands of the workforce. We can attribute this issue to the current learning quality, which continues to be ineffective, inefficient, and unable to stimulate students' learning interest. We believe that several factors impact the quality of learning, with learning strategies being a significant aspect. Teachers can address this issue and strive to improve learning outcomes by enhancing their learning strategies and optimizing the use of educational facilities and infrastructure in line with existing conditions.

Various factors influence the quality of learning, with the teacher's role being a crucial factor in the teaching and learning process. According to experts, teachers fulfill three key responsibilities: as planners, managers, and evaluators of education [2]. However, many teachers have yet to fully grasp the complexities of the teaching and learning process [3]. A review of 11 studies from different countries indicates that the quality of educational outcomes is heavily impacted by factors such as teachers, textbooks, laboratories, and management practices [4]. Therefore, it is essential to have teachers who are innovative, professional, and capable of creating a supportive learning environment. According to Mulyasa [4], Wardiman emphasized three important conditions for educational progress that would improve the quality of human resources: (1) making sure there are enough facilities; (2) making sure students can get good textbooks; and (3) keeping a pool of qualified teachers and education staff. This aligns with Mulyasa's [4] statement that teachers' professional expertise in delivering high-quality education is crucial for the overall success of the education system.

One of the difficulties in improving educational quality is cultivating teachers who are both skilled and efficient in carrying out their teaching responsibilities. The professionalism of educators greatly shapes the proficiency of vocational school graduates. Teacher professionalism becomes even more critical with the introduction of the Competency-Based Curriculum (KBK). The governmental effort behind this curriculum is to equip graduates from Indonesian educational institutions to meet the demands of the job market.

Based on the description above, it is crucial to prioritize the enhancement of teacher professionalism in education. Teacher professionalism plays a critical role in the overall educational process. The author identifies various factors that contribute to the professionalism of teachers, especially in improving the quality of vocational school graduates. These factors include job satisfaction and emotional intelligence. The text also points to a gap between the competencies of vocational education grad-

uates and the quality of vocational education, which is believed to be linked to insufficient teacher professionalism. This raises the important question: "What factors influence the teaching professionalism of vocational education teachers?" This paper seeks to examine the factors that affect the teaching professionalism of vocational education teachers in Indonesia.

2 Research Methodology

This study utilizes a literature review approach. A literature review looks at different theoretical points of view and references that have to do with the values, culture, and norms that are present in the social context that is being studied [5]. This method allows for a detailed analysis by referencing multiple prior studies. We carry out the data collection process by gathering and analyzing documents, including books and journals, that are relevant to teacher professionalism.

3 Results And Discussions

3.1 Teacher Teaching Professionalism

According to the National Education System Law and the Law on Teachers and Lecturers, Article 1 highlights that the primary responsibility of educators is to teach. This underscores that teaching is a profession subject to regulations, ethical guidelines, and specific standards, which are characteristic of a professional individual. The recognition of teaching as professional occupation stems from its adherence to ethical codes, legally acknowledged duties, and alignment with established quality standards. A professional is someone who performs tasks or activities that provide for their livelihood, requiring specialized knowledge and skills that meet recognized standards and norms, as well as necessitating professional education (Law Number 14 of 2005 on Teachers and Lecturers). In this context, professionalization refers to the process of elevating an organization or profession to a recognized professional standard. Thus, professional work reflects the expertise and education of an individual, demonstrated through their actions in accordance with a set code of ethics.

The teaching profession is defined by unique qualities, demanding particular teaching resources, abilities, or a mix of both to showcase an individual's proficiency in carrying out their duties [7]. Teachers, as professionals, are responsible for educating, instructing, and training. While instruction aims to expand knowledge and technology, education involves fostering and nurturing life values. Training, however, centers on improving students' practical skills. Fig. 1 provides a more detailed explanation.

A professional teacher must have (1) pedagogical competence, (2) personal competence, (3) professional competence, and (4) social competence [8]. This is according to Government Regulation Number 19 of 2005 about National Education Standards, specifically Article 28, Paragraph 3. Based on this, it can be concluded that

teacher professionalism encompasses their ability to design, implement, and manage teaching materials; assess and evaluate learning results; communicate efficiently with others; maintain self-control; show respect; and continuously seek self-improvement.

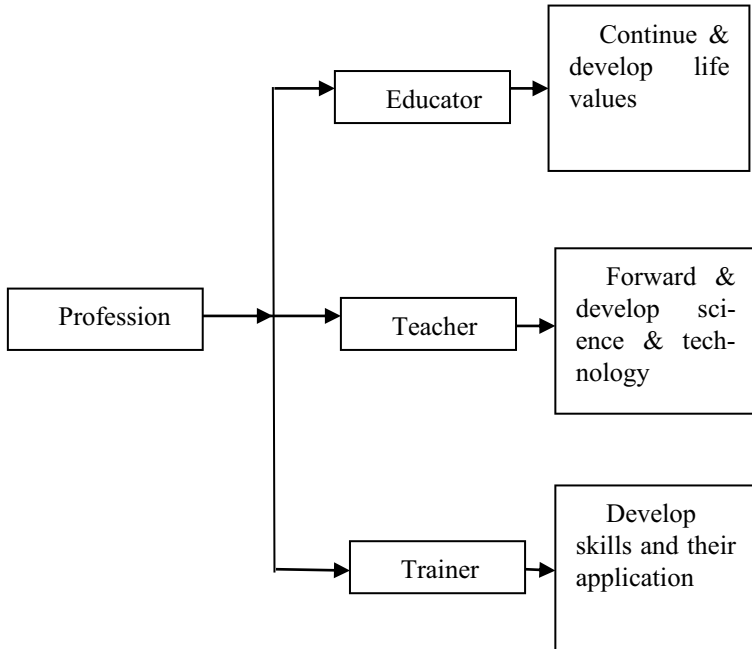


Fig. 1. Description of the teaching profession

3.2 Teacher Job Satisfaction

According to Greenberg and Baron, job satisfaction is the set of positive or negative feelings that individuals hold about their jobs. We can understand it as an enjoyable emotional state that arises from acknowledging one's work experiences. Similar job responsibilities shape these feelings and attitudes, and both the physical environment and the social atmosphere at the workplace influence them. In essence, job satisfaction can be seen as a favourable emotional condition brought about by one's accomplishments or tasks in their job.

This description strengthens the opinion that in job satisfaction there are feelings and assessments of work that relate to the work environment in general. Therefore, understanding the concept of job satisfaction can be challenging due to its connection to emotions and perceptions. Job satisfaction refers to the teacher's perception of meeting or surpassing their expectations [10]. This means that if a teacher carries out an activity, then that person will hope that what they do will receive rewards in accordance with their expectations. If the rewards obtained from management are in accordance with the wishes, then he will feel satisfied, and vice versa.

Job satisfaction is an emotional or affective reaction to one's work [11], encompassing multiple dimensions. It can reflect an individual's general attitude toward their job or focus on specific aspects, such as the job's content or context. Being a set of emotions, job satisfaction is fluid, fluctuating based on personal interests and needs. Therefore, it is important to continuously assess employees' perceptions of the organization.

3.3 *Emotional Intelligence*

Emotional intelligence refers to the capacity to identify, understand, and manage emotions in a way that serves as a resource for energy, insight, relationships, and influence [12]. It encompasses four key components, which are:

- a. Emotional awareness is awareness that comes from the human heart which is a real source of energy.
- b. Emotional fitness is fitness that builds traits related to the heart.
- c. Emotional depth means being careful in speaking, listening to your inner voice and not having doubts in your actions.
- d. Emotional alchemy is the power or process that changes emotions, which were previously considered worthless, into something more valuable.

Emotional intelligence encompasses a range of abilities, such as the ability to motivate oneself, tolerate frustration, control impulses without excessive indulgence, manage emotions, protect cognitive functions from stress, and show empathy [13]. It is divided into five primary domains, which are:

- a. Recognizing one's emotions is self-awareness of recognizing feelings when they occur.
- b. Managing moods means handling feelings so that they can be expressed and controlled.
- c. Motivating yourself means managing your emotions in the form of emotional control, restraining yourself from satisfaction, controlling your impulses.
- d. Understanding and identifying the emotions of others is known as empathy.
- e. Establishing connections involves fostering popularity, enhancing leadership abilities, and improving interpersonal communication skills.

On the other hand, emotional intelligence is the power behind the throne of intellectual ability [14]. It is the basics of emotional formation including skills for:

- a. Delaying gratification and controlling impulses
- b. Remain optimistic when faced with adversity and uncertainty
- c. Channel strong emotions effectively
- d. Capable of inspiring and upholding a sense of self-discipline to effectively achieve objectives.
- e. Dealing with personal weaknesses
- f. Build self-awareness and personal understanding.

Furthermore, the winners of the 21st century will be people who balance their intellectual intelligence with their emotional intelligence [15]. For this reason, the balance of emotional intelligence is a successful combination of what is known with what is done when the soul is in a state of enthusiasm. If the heart is not emotionally

involved, attitudes can be quite rational, but if passion takes over, people often act recklessly and carry out irrational actions. Based on the explanation provided, emotional intelligence refers to the capacity to regulate emotions, control moods, handle frustration, and prevent overwhelming thoughts from hindering the ability to think clearly and empathize with others.

To establish a professional and highly competent educational framework, it is essential to ensure clear and sustainable career development for teachers. In classroom teaching and learning activities, teachers need adequate support to fulfill both their internal and external needs. However, external factors often disrupt internal balance. For instance, dissatisfaction with external conditions such as the school environment, insufficient salaries, and inconsistent coaching systems can negatively impact teachers' internal well-being. To maintain internal stability, teachers must develop the ability to manage their emotions effectively, preventing stress. When teachers can comprehend, harness, and apply emotional intelligence and sensitivity in learning scenarios, the teaching process becomes more efficient and productive.

Educators must possess the ability to manage their emotions based on prior assessments, experiences, and formal education before attending lectures. This skill is crucial to ensure their capacity for logical thinking, empathy, and rational action remains unaffected. In this context, factors such as job dissatisfaction, supervision quality, salary, school policies, workplace conditions, relationships with colleagues, and job security can be managed [16]. Therefore, the teaching profession is not solely a means to meet material needs but represents a noble responsibility.

Teachers should be capable of regulating their emotions by relying on assessments, experiences, and formal education acquired prior to teaching. This is essential to prevent impairing their ability to think, empathize, and make logical decisions. In this regard, factors like job dissatisfaction, such as supervision quality, salary, school policies, workplace conditions, relationships with colleagues, and job security, can be managed. Therefore, teaching as a profession is not only about fulfilling material needs but is also a noble vocation.

The explanation above shows that the development of professional teachers relies on certain conditions, including the creation of job satisfaction focused on service and dedication. This should be backed by the ability to manage emotions and foster genuine sincerity, which ultimately helps in building effective relationships with the surrounding community.

4 Conclusions

The previous explanation leads us to conclude that the improvement of teacher professionalism significantly drives the enhancement of vocational education quality. A professional teacher is characterized by proficiency in pedagogy, personal development, professional conduct, and social skills. Researchers have acknowledged that job satisfaction and emotional intelligence significantly influence the professionalism of teachers in their educational duties.

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